Scannell, E.

1949

Service paper

An English workbook and comprehensive test on capitalization, punctuation, verb usage, and verb forms for grade five.

BOSTON UNIVERSITY

SCHOOL OF EDUCATION

Service Paper

AN ENGLISH WORKBOOK AND COMPREHENSIVE TEST ON CAPITALIZATION, PUNCTUATION, VERB USAGE, AND VERB FORMS FOR GRADE FIVE

Submitted by

Genevieve Scannell

(B. S. Ed., Boston University, 1948)

In partial fulfillment of requirements for the

degree of Master of Education

1949

V

First Reader: Helen Blair Sullivan, Professor of Education

Second Reader: Mary Agnella Gunn, Associate Professor of Education

TABLE OF CONTENTS

CHAPTER I

CHAPTER I

THE PROBLEM

STATEMENT OF THE PROBLEM

The purpose of this study is to provide a variety of exercises on capitalization, punctuation, verb usage, and verb forms to follow English lessons developed in grade five. A comprehensive series of tests, designed to use with these exercises follows the workbook.

SCOPE

This study attempts to provide sufficient practice for teaching nineteen rules each of capitalization and punctuation for grade five, as well as exercises for verb usage and verb forms. Seventy-six exercises in capitalization, ninety-two exercises in punctuation and forty-eight exercises on verb usage and verb forms are included. There is a comprehensive series of tests. Part I tests the results of capitalization; part II is on punctuation; part III is on both capitalization and punctuation; part IV is on verb usage; and part V is on verb forms.

JUSTIFICATION

Many students show the need of more or better teaching in capitalization and punctuation. It appears to this author that available workbooks do not provide sufficient practice on each rule in capitalization or punctuation; that exercises are not provided to give practice on one difficulty at a time; that workbooks do not show a sequence of steps, nor a relative order of difficulty. Few workbooks provide a test which is built to measure the learning derived from the use of the exercises contained therein.

The exercises in this study are arranged so that each new difficulty is presented in a variety of ways, in many varied exercises, wherever possible. Each time a new difficulty is presented it is given in an exercise by itself. By presenting each rule singly there is an opportunity for the child to learn without confusion. The tests which follow the workbook are based on material included in the teaching exercises.

CHAPTER II

CHAPTER II

RELATED RESEARCH

The problem of this paper deals specifically with capitalization, punctuation, and verb usage in the fifth grade. Only the items concerning these areas follow:

As the result of ten years' study, Camenisch[1] presents three charts in condensed form, showing a summary of a probable course in the mechanics of written English for grades one through twelve. Her study has been made to decide what to teach and what sequences will be satisfactory. She is convinced that the program of mechanics in English must be restricted to essertials to provide emphasis on communication. In this study she has placed the items in what she believes to be sequences. Miss Camenisch points out:

(1) To insure mastery of widely accepted usage, the study is limited to "rock-bottom ideas."
(2) Time spent on mechanics should be reduced to allow time to develop the thought side of composition. Efficient methods of instruction are necessary.
(3) With limited time, a small number of useful items should be taught.

---

[1] Sophia Camenisch, "A Program of Mechanics in Written Composition," English Journal, (October, 1932) 21:618-22

She concludes with these words:

> The writer is convinced that only by adopting and carrying out a program of essentials in any school unit can the study of mechanics be restricted sufficiently so that the chief emphasis may be placed on the effectiveness of communication. If many schools would make whatever local adjustments were necessary in the chart and institute a drive on this problem, perhaps something might be accomplished in reducing the enormous waste of time on ineffective drill and on "grammar" which does not result in improved speakingand writing.

Leonard[2] studied the effect of practice exercises in the nature of proof-reading, error correction, and dictation practice materials on written compositions, and reported:

> . . . psychological process underlying proof-reading and error correction exercises is different from that involved in writing one's own sentences free from errors. When proof-reading one has a mind-set for errors, he looks only for errors, and seldom gets the unified context of the matter he is proof-reading. In original writing the prime purpose is to express one's thoughts clearly, and punctuation and capitalization are used only as tools to facilitate the understanding of the author's thoughts. To determine the effect of teaching one psychological process by the use of another becomes the problem of this study. In some respects, therefore, the investigation becomes a study in transfer.

To score the compositions in his experiment, an error guide was used, which was based on eleven rules on

---

[2] John Paul Leonard, The Use of Practice Exercises in the Teaching of Capitalization and Punctuation, Teachers College, Contributions to Education, No. 372, Teachers College, Columbia University, New York, 1930, pp. 1-22.

which there is almost universal agreement, except for the use of the comma before the "and" in series. He used the following rules:

1. A period should be used at the end of declarative and imperative sentences.
2. The first word of each sentence shall be capitalized.
3. All proper nouns must be capitalized.
4. Common nouns must not be capitalized.
5. Interrogative sentences end with a question mark.
6. Words, phrases, and clauses in series shall be separated by commas.
7. A comma shall be placed before "and" when used in a series.
8. Commas shall be used to set off such words as "also, nevertheless, namely, therefore, however," etc., when used parenthetically.
9. Commas shall be used to set off phrases and clauses when used parenthetically.
10. The apostrophe shall be used with contractions to mark the omission of letters.
11. The apostrophe shall be used to indicate the possessive of nouns.

The conclusions drawn from this study which have a direct significance for the present problem are:

> Punctuation errors were most numerous for every level from grade six to the upper classes in the university.
>
> The range of error is from two to five times as great in punctuation as in spelling and grammatical construction.
>
> Capitalization errors are almost as numerous as punctuation errors.
>
> The results of the practice exercises are statistically convincing in the tests and in the compositions. The results show that the

pupils taught by the use of practice materials did almost twice as well in eliminating the eleven errors on their compositions than did those pupils taught by the methods used in the control groups. The experimental method enabled these children to reduce the errors on their compositions with these rules by two-thirds in eleven lessons.

Leonard[3] writes in relation to this study:

> Evidence seems to show that skill in proof reading and error correction is different from that involved in writing one's own sentences free from error which if true leads us to conclude on the basis of the findings in this study that there is a transfer from these types of errors to written composition.

Leonard's[4] search has revealed no authoritative study in punctuation or capitalization in which an investigator, using equated groups, has tried to determine the superiority of a method in teaching capitalization and punctuation.

He also states:

> Studies which have pointed out the enormous number of errors in composition help to point out the great need for more thorough teaching of capitalization and punctuation. They also help to emphasize the relative importance of errors made in all matters of English form. This alarming lack of ability to punctuate does not seem to be possessed by any one grade level or by any section of the country, but is universal in its scope.

---

[3] John Paul Leonard, "The Use of Practice Exercises in Teaching Capitalization and Punctuation." Journal of Educational Research (Jan. - May, 1930) 21:190

[4] Leonard. op. cit. p. 3

. . . . . .

> There seems to be no universal agreement as to how punctuation and capitalization may best be taught. No one has conducted a scientific investigation to determine the effectiveness of his proposals. Those proposals based on the psychology of practice are nearer the truth than those which seem to neglect the laws of habit formation.

Many authorities seem to agree that errors in capitalization and punctuation are widespread from the elementary school through the universities.

Guiler[5] tested 649 college freshmen on capitalization and he reports:

> The twelfth grade standard was attained by 31.5 per cent of the group, while 4.6 per cent fell below the standards of the seventh grade. The students varied widely in their mastery of specific usages. The evidence shows that training cannot be relied on to transfer from one usage to another in any specific degree.

Many of the studies in this field have revealed errors in simple things supposedly taught in the elementary grades.

Pressey[6] found that:

> . . . forty-two per cent of the errors in capitalization was due to failure to capitalize the first word of a sentence or in a lesser degree to wrong capitalization of fragments as if they were sentences.

---

[5] Walter S. Guiler, "Analysis of Capitalization Errors," English Journal (Jan., 1931) 20:26

[6] S.L. Pressey, "A Statistical Study of Usage and Children's Errors in Capitalization," The English Journal (Dec., 1924) 13:730

Not all writers agree with Leonard on the value of proof reading exercises.

Ashbaugh[7] writes:

> Ability to recognize incorrect language forms and to correct them does not guarantee that the child will use the correct form in either his oral or written language.
>
> If he doesn't recognize incorrect form he is not likely to use the correct form when his focus of attention is upon the general thought as in oral and written composition.
>
> Investigations show that the trend in measurement of language has been from a gross measure of general merits to a specific measure of individual factors which are included in the general factor. . . . . .
>
> Tests which bring sharply to the attention of teacher and pupils the needs of each individual in language, are more valuable than those which fail to reveal these situations.

Lannholm[8] studied an objective evaluation of self-administering type of capitalization and punctuation tests and concludes:

> (1) In a typical proof reading test in punctuation, the same situations are relatively more difficult when presented in correct form.

---

[7] Ernest Ashbaugh, "The Measurement of Language: What is Measured and Its Significance." Journal of Educational Research (June-Dec., 1921) 4:39

[8] Gerald Lannholm, "The Measurement of Ability in Capitalization and Punctuation," Journal of Experimental Education. 8:86

(2) There is little, if any relationship between the number of correct responses made by the pupils to the same situations when presented in correct and incorrect form in a typical proof reading test in punctuation.

(3) Approximately half of the errors on a typical proof reading test in punctuation can probably be attributed to a lack of proof reading ability on the part of the pupils.

END

The question of when to teach grammar is another phase of the language work where there is a diversity of opinions. Some educators believe it can be well established in the elementary grades. Others feel that it is a waste of time to attempt to teach grammar below the junior high school level, as there is not enough carry-over to warrant the time and effort expended on this work in the early grades.

Asker[9] points out that schoolmen formerly believed that a knowledge of formal grammar was necessary to the correct use of the English language. He attempted to show whether a knowledge of formal grammar functions. Two hundred and ninety-five freshmen in the University of Washington were included in this study. A low correlation between grammatical knowledge and ability to judge correctness of sentences resulted. Asker con-

---

[9] William Asker, "Does Knowledge of Formal Grammar Function?" School and Society 17:109

cluded:

> The coefficient of correlation between ability in English composition and general ability as shown by the composite grades in all subjects is 0.63. This shows that ability to write English composition depends to a considerably higher degree upon a knowledge of formal grammar.
>
> . . . it follows that the importance of formal grammar influences ability . . . in English composition only to a negligible degree . . . as the number of cases involved (295) is large enough to be a fair representation of conditions in general. We may be justified in the conclusion that time spent upon formal grammar in the elementary school is wasted as far as the majority of students is concerned, and that teachers of English composition must seek some other reason for the alleged general poor ability in their subject than the neglect of formal grammar in the grade school.

Broening[10] says, "Only a few concepts of grammar can be satisfactorily taught in the elementary grades, but these few should be used to help pupils to improve their language efforts."

Another authoritative source[11] seems to be in

---

10 Angela Broening, "Grammar: Grammar as a Tool of Facile Expression." Teaching Language in the Elementary School. Forty-Third Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago, February, 1944) p. 176

11 English Handbook for Teachers in the Elementary Schools. Bureau of Curriculum Development, Division of Elementary Education, New York State Education Department, The University of the State of New York Press, (1940) Bulletin No. 1194, p. 155

agreement in teaching a minimum of grammar in the elemtary grades.

> Technicalities of grammar lie outside the minimum essentials expected of children in the elementary school; but the teacher in these years nevertheless establishes the child's first impression of the science of language.

Charters[12] gives five points of view from which the problem of determining the minimal elements in a course of study in grammar for the elementary grades may be attacked:

(1) Discipline of mental abilities.

(2) A knowledge of the structure of thought as exhibited in the sentence.

(3) The understanding of literature.

(4) The improvement of speech through the artistic use of grammatical information.

(5) The improvement of speech through the elimination of error.

Charters also writes:[13]

> All subjects and classifications in grammar are subject to controversy. Yet these studies point clearly to the possibility of obtaining a classification of errors and an evaluation of frequency which for practical purposes will prove adequate and valuable.

---

12 W.W. Charters, "Minimal Essentials in Elementary Language and Grammar." Sixteenth Yearbook of the National Society for the Study of Education, Part I (Bloomington, Illinois: Public School Publishing Company, 1917) p.85

13 Ibid., p. 118

> The similarity of frequencies in errors in cities widely distributed geographically indicate that a large proportion of the errors of school children are national rather than sectional errors.

BEGIN In regard to punctuation, again the authorities do not agree. Many believe that punctuation is taught with grammar. Others consider punctuation as a reading device. The latter opinion seems to be the most popular one today. With educators advocating the delay of teaching grammar until the junior high school, it is wise to treat punctuation as a reading device. If it were treated as part of grammar, it couldn't be taught in the elementary school. It is a natural thing in the elementary grades to treat punctuation as a reading device.

Complete Salisbury[14] maintains that punctuation should be taught according to the meaning philosophy rather than the grammar philosophy. She writes:

> In the nineteenth century there was a rule for every conceivable situation. Grammar and punctuation went together.
>
> She learned 157 rules for punctuation. No connection between meaning and punctuation was pointed out. The job was merely to make the grammar and punctuation fit. All rules were stated in terms of grammar. Punctuation was a method of studying grammar.

---

[14] Rachel Salisbury, "The Psychology of Punctuation." English Journal (Dec., 1939) 28:794-806

This was faulty psychology to teach punctuation according to grammar. Punctuation is a reading device, pure and simple. It serves the same purpose in reading that pauses and voice inflections do in reading. It marks the joints in thoughts; it does the turning and splicing that keeps the reader following comfortably and intelligently along the trail of the writer's thoughts.

Punctuation is the art of using marks to help the reader to see the relations among written ideas.

. . . . . .

Simplification of the reader writer code goes on. Many capitals are being discarded. Commas after introductory words such as "however" are being omitted. The semi-colon is almost obsolete. So are dashes and parentheses. Even periods after titles such as Mr., Mrs., and Dr., are being omitted in some books.

The modern writer uses chiefly periods and commas in compact sentences where they are sufficient aids to transferring ideas from the printed page to the reader.

Punctuation is steadily and logically justifying its existence by its function in reading.

. . . . . .

From a psychological point of view the comma in a series is a counting device. Between the capital that starts a sentence and the period that stops it the reader expects a unit of meaning which can be taken in in one mental stride.

Both reading and writing exist for the purpose of transferring . . . thought, and they both use the same medium for transferring language.

Both processes involve familiarity with common sentence patterns, both make use of common punctuation marks. A writer communicates ideas. When he revises his work he becomes a reader.

Singleton's[15] ideas on the teaching of punctuation seem to be in accord with Salisbury's. He writes:

> The student is told that a knowledge of grammar must precede a knowledge of punctuation.
>
> . . . . . .
>
> The truth of the matter is of course, that punctuation is merely one of the devices by which a writer can convey his thoughts to others. It is necessary simply because the writer lacks certain advantages of the speaker.
>
> A speaker will raise his voice to indicate a question, speak more loudly and more explosively to stress a point.
>
> Pause, tone, pitch, accent, inflection, stress, gesture - all these help the speaker to convey his thoughts to another.
>
> The writer has none of these aids; punctuation is his principal substitute for them. Other substitutes are italics, capitals, sentences, paragraphs - devices which ought to be taught along with punctuation since their purpose is the same.
>
> Eye punctuation such as comma between city and state; apostrophe to show possessions; omissions, and plural number; periods used in abbreviations; and quotation marks; although not logical are easy to teach.
>
> To teach punctuation explain that a punctuation mark is comparable to a word that actually says something to a reader.

Further observations by Salisbury[16] are:

> Chronologically, experience with reading antedates experience with formal grammar. The child's first contact with punctuation comes

---

[15] Ralph Singleton, "How to Teach College English." College English (Nov., 1944) 6:111

[16] Rachel Salisbury, "The Reading Road to Punctuation Skill." The Education Digest (Sept., 1945) 12:17-18

in his first reading lessons.

(1) He learns promptly that periods end sentences. Sooner or later he learns question marks and exclamation points. Thus he gets an association "set" that is a sound basis for future writing habits.

(2) In the same casual manner, through reading he notices periods with tails on them, little marks within the sentence that slow him down. It is the most natural thing in the world for him to pause when he uses a comma.

If we can accept this simple trick of using reading models, it will not be hard to teach the child to use punctuation marks successfully in the sentences he constructs.

In the elementary grades, the constructive approach is made possible by the natural or reading method. The writer then needs to keep only three punctuation principles in mind - - the proper separation of sentences, the necessary connectives of similar items within the sentences, and the warning commas for interrupting expressions within the sentence.

Jenkins[17] presents the view that "few of our pupils will ever in later life have to punctuate another's work." He further states:

Punctuation is a component part of that whole process we call writing; first of thinking, then forming those thoughts into sentences, and finally putting them down on paper.

And since this is so, we must change our method of teaching punctuation from the present detached manner to one which makes of punctua-

---

17 Philip Jenkins, "Practical Punctuation." Education (1936-37) 57:360-364.

tion a function of a whole process.

Guiler[18] says in regard to punctuation and capitalization:

> . . . that each field is a composite of many specific usages . . . A punctuation mark may serve many functions . . . Capitalization involves a score or more of particularized abilities. Wide individual variations characterize the ability to manage the mechanics of expression . . .
>
> An extensive program of educational diagnosis should be initiated early in the year and on all grade levels so that the results might be utilized throughout the year for more effective teaching. . . . A well organized scheme of remedial instruction should follow.
>
> Self teaching practice exercises should be an important phase of remedial work.

Shepherd[19] also believes in individualized instruction, as she writes:

> Instruction should be individualized to meet the specific needs of each pupil and the pupil should be kept conscious of his needs and the opportunity to receive instruction.

In Dora Smith's[20] opinion on language:

---

18 Walter S. Guiler, "Diagnosing Student Short-Comings in English Composition." Journal of Educational Research (June - Dec., 1926) 14:114-115

19 Edith Shepherd, "The Attitude of Junior High School Pupils Towards English Usage." School Review (Oct. 1926) 34:585

20 Dora Smith, "Growth in Language Power as Related to Child Development." Teaching Language in the Elementary School. Forty-Third Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago, February 1944) p. 77

> Children must have conscious standards of performance toward which they direct their efforts, for by means of such standards they gain a sense of security in expressing themselves. They must have special help and additional practice on those skills in which they prove to be weak. . . Mere hit and miss practice may serve only to fix errors or to encourage slovenly habits of work.

Goodykoontz[21] speaks of the "apparent emphasis in the elementary schools on the skill or drill aspect of language, without effecting the desired carry-over of skills into use."

Later she writes:

> Apparently we still need increased understanding of the ways in which applications are made, of the conditions in which learning takes place, of the type and amount of practice necessary, of the means of developing individual standards of excellence and facility in judging one's own product.

Callahan[22] writes:

> When the child feels that language has a value the desire to speak and write correctly must be created. We must provide opportunities for children to participate in all the different types of oral and written expression and teach the mechanics through effective vital drills for the purpose of improving expression.

---

[21] Bess Goodykoontz, Evaluating Instruction in English in the Elementary Schools of New York. The National Conference on Research in English 1941. p. 12

[22] Cordia Callahan, "Language Essentials in the Middle Grades." Elementary English Review (1939) 16:111

In the Symonds and Chase[23] experiment to measure the effect of different amounts of practice, and the effect of motivation with practices constant, they came to the conclusion that:

> The most important single factor in learning as between repetition and the types of motivation used in this experiment is amount of repetition. Ten repetitions with a minimum of motivation caused more learning than any three repetitions and more powerful types of motivation.
>
> . . . . . .
>
> The most practical conclusion is that the most effective device that can be applied to learning is to increase the amount of drill . . .
>
> No devices offer more hope for increasing learning than those which give each individual pupil more opportunity to practice.

Lehr[24] states:

> A definite lesson should be given on each skill and it should explain the meaning of that skill, show how that skill is correctly used, and give both immediate and delayed practice. . . . Intermediate grade pupils need definite teaching in how to be clear and exact in writing or speaking. They also need definite instruction and constant help in the correct usage.

Most of the writers in the field of English seem to agree on the need for practice or drills to learn the

---

[23] Percival Symonds and Doris Chase, "Practice vs. Motivation." Journal of Educational Psychology (Jan., 1929) 20:31

[24] Elizabeth Lehr, "Language in the Intermddiate Grades." Elementary English Review (April, 1946) 23:161

mechanics of English. McKee[25] tells of this need when he writes:

> It seems reasonable to affirm that the ability to speak and write with mechanical correctness will come through abundant and effective practice rather than by means of rules to be memorized or discussions concerning what correct mechanics are. . . . the learning of such matters as punctuation, capitalization, and correct usage will be acquired through the right sort of practice.

McKee also believes that "many of the mechanical items or abilities in composition should be considered as a group or hierarchy of skills rather than as a simple ability."[26]

Harriman[27] points out that "all studies of this sort reveal the need for a reorganization of the materials and the methodology of English mechanics."

Johnson[28] writes, "nothing in pedagogical method can surpass the old insistence on systematic organizing

---

25 Paul McKee, Language in the Elementary School, Boston: Houghton Mifflin Co., 1934 pp. 331-332

26 Ibid., p. 334

27 Philip Harriman, "Sources of Confusion in the Punctuation and Capitalization Usages." Peabody Journal of Education (June, 1934) 12:35

28 Oakley Johnson, "Punctuation by Plan." English Journal, College edition (Feb., 1930) 19:156

of material, precise differentiating between apparently similar things, and experimental practicing."

Dawson's[29] article states:

> The current trend is toward the determination of desirable sequences for the specific items of language to be mastered. Such sequences being known, each school system can set up a schedule of tentative grade placement, with the recommendation that each teacher deviate from the schedule when the interests and abilities of her pupils make it advisable to do so.

Trabue[30] believes in early diagnosis and "provision for explanations, activities, practice, and review in terms of these individual needs." He also believes that the teacher "should be able to supplement the textbooks for pupils who have unusual needs. . . . Whatever the omissions in the textbooks may be, the teacher should be fully aware of them and should be ready to supply the instruction and practice needed to fill the gaps."

---

[29] Mildred Dawson, "Types of Organization of the Language-Arts Programs." Teaching Language in the Elementary School. Forty-Third Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago, February, 1944) p. 114

[30] M. R. Trabue, "Significant Issues in Language-Arts Instruction." Forty-Third Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago, February, 1944) p. 224

Dawson[31] suggests these recommendations for improvement of textbooks:

(1) The textbook should be in the nature of a handbook that features objective standards and rules.

(2) There should be many practice exercises or on the contrary that it be a book made up of units and activities.

In a study on the analysis of workbooks to find the difference in the amount of emphasis on each phase of grammar used and also the uniformity of choice of the phases of grammar to be studied Liese[32] discovered that:

(1) Research study proved that no work had been done on workbooks in any field.

(2) Textbooks were at wide variance in their study of English, both in amount and method.

(3) From the analysis of workbooks and cataloguing into twenty-two groups it was found there was an average of 1,708 chances to perform in each book.

(4) Some authors treated as few as twelve divisions of grammar, while others had as many as twenty-two.

(5) The total chances to perform in each book varied from 755 to 1,942.

---

31 Mildred Dawson, "Elementary School Language Textbooks." Elementary English Review, (Jan. - Dec., 1939) 16:34

32 Harriett Liese, "An Analysis of English Workbooks in the Fifth Grade. (Unpublished Master's thesis, Boston University, School of Education, 1947) pp. 85-86

(6) McKee and McCowen's "Writing from Experience" has the greatest number of chances to perform, and Browning and Walsh has the largest number of grammar phrases represented in its practice exercises.

Liese points out that "an examination of the book is useful for some book might be non-usable merely because of the way in which the work is laid out."

Research in English has been going on for many years, but there are still many unanswered questions. In speaking of the needed research, Evans[33] points out:

> Part of the needed research should have to do with the specifics of language. As long as much of what is taught in English must be based on the conventions of language, there will be need for studies of capitalization, punctuation, letter forms, usage, and the like, in their specific forms. Research in English had its start in that sort of investigation, but in spite of its having enjoyed priority of attention, only a good start has been made.
>
> Error studies as such are no longer in good repute but studies of the positive aspect of pupil needs and performance . . . are still needed.

The view is held that teachers should aid in research. Goodykoontz[34] writes:

---

33 James Evans, "Needed Research in Language, Composition and Grammar." Elementary English Review (Jan. - Dec., 1939) 16:98-100

34 Bess Goodykoontz, "Opportunities for the Classroom Teacher as a Research Worker." School Life (1929-1930) 15:161-63

> This emphasis upon the values of research participation to the teacher herself is excellent; it shows one way of bringing new interests and new effectiveness into a work that may otherwise become routine; it includes the teacher not only as a part of the machinery of education but as a part of the brain that plans it as well.
>
> . . . Participation by the teacher in research problems in her own classroom has possibilities of adding much to our body of knowledge and skills which make improvement in teaching methods possible. . .
>
> Because final acceptance of new materials, new techniques, and new administrative schemes must depend upon whether they work in normal classroom situations, the teacher is in a strategic position for participation in their trials.

Summary of Previous Research

From this research it is evident that there is disagreement as to the grade placement of skills in English. There is evidence of a need for specific teaching. Therefore, the purpose of this study is to develop teaching materials for punctuation, capitalization, and verb usage and forms, for grade five.

CHAPTER III

CHAPTER III

PLAN OF STUDY

A survey of available material in the English field indicated little material which would provide individual practice on capitalization and punctuation. Several writers have stated that a definite lesson is needed for each particular skill. Many writers recognize that capitalization and punctuation are composites of many abilities and that each separate part or ability needs individual attention. Need for sequences or some order of difficulty was noted from research. The value of the positive rather than the negative aspect of teaching is held in good repute.

An investigation was made of existing English textbooks, English workbooks, and courses of study for grade five. Following this study the writer constructed three sets of exercises, one on capitalization; one on punctuation; and one on verb usage and verb forms.

The objective of this workbook is to provide a sufficient number of exercises, based on each separate difficulty, to allow for the varying abilities of children. These exercises were planned with a definite continuity. Knowledge of the preceding exercise or exercises was

integrated with the unit which follows. The verb usage exercises are largely review and in some instances could be used as self-teaching exercises. The verb form exercises are very limited in number. They are not a review, but an introduction to a more difficult step in the use of verbs.

In the capitalization and punctuation units, each new step to be taught was first presented in an exercise by itself, and later included in other exercises for further practice and review. In many of the punctuation exercises in unit two, which follows the unit on capitalization, the capitals are omitted. The instructions and directions remind the child to put in capitals where they belong. This occasional omission of capitals provides a review of the first unit.

Directions review rules, point out possibilities of error, and also indicate opportunities for using the dictionary or other textbooks. The author feels that these instructions may serve as a guide, aiding the child in determining the correct answer and so eliminating guessing and preventing written errors. Reviews serve as a check on the learning results.

An attempt has been made to provide a sufficient variety of exercises so that monotony will be avoided.

Each exercise was planned to take not more than thirty minutes. They were planned to be used as supplementary material following the regular English instruction. These exercises cover the requirements of the mechanics of English included in most fifth grade courses of study.

The exercises were tried for two years in a fifth grade in a public school in Massachusetts. Many of the exercises have been revised to meet the needs of these pupils and the time requirements of the grade. The verb usage exercises have been used as self teaching exercises, each child progressing at his own rate of speed. An answer key enabled the pupils to score their own papers. A record was kept of the number of errors in each exercise for every child.

When the workbook was used for a year, the need for an instrument to measure the learning results was shown. After an examination of English tests and a survey of literature was made, the author decided to use the recall and recognition type of objective test. All the objectives listed for the three units of the workbook were studied and test items were made to measure each one. This instrument presents a series of comprehensive tests made up of five parts. Test items were made to correlate with each unit of the workbook. In the tests on capi-

talization and punctuation, most of the rules were tested four or more times. There is a wide selection of verbs to be tested in both verb usage and verb form sections. An answer key is provided for the test.

This test was tried out at the beginning of the next year. It served as an analysis of the difficulties in the mechanics of English for the fifth grade. The results of the test showed the areas of learning in the mechanics of English which needed attention. These needs were provided for by use of the workbook exercises during the year. At the end of the year the test was administered again to check the workbook learning results.

The areas included in this workbook are:

Capitalization

Punctuation

Verb Usage and Verb Forms

English Test

Nineteen rules each of capitalization and punctuation; and a list of verbs were selected from Learning Essential English[1] and English Three[2] as important to this study.

---

[1] F. K. Ferris and Others, Learning Essential English, New York: Laidlaw Brothers, 1944, 224 pp

[2] A. J. Stoddard and Others, English Three, Grade V, Boston: American Book, 1944, 307 pp

The specific objectives of these exercises are the rules in capitalization and punctuation; and the verb usage, and verb forms which follow:

Capitalization Rules

1. The first word in every sentence begins with a capital letter.

2. Begin each word in the name of a particular person or pet with a capital.

3. Use a capital letter for the word I.

4. Use capital letters for titles of persons when used with their names.

5. The names of towns, cities, states, and countries all begin with capital letters.

6. Begin the names of streets with capital letters.

7. Schools are the names of particular places and begin with capital letters.

8. Begin the names of the days of the week with capital letters.

9. The important words in the names of holidays begin with capital letters.

10. The names of nationalities begin with capital letters.

11. Begin the names of churches and religious groups with capitals. The names of Deity or any words referring to God begin with a capital letter.

12. Begin the first word of a quotation with a capital letter. (The first word in the exact words of a speaker.)

13. Begin the first word and the other principal words in the greeting of a letter with a capital letter.

14. The first word in the closing of a letter begins with a capital letter.

15. The first word in every line of poetry begins with a capital letter.

16. Initials stand for names. All initials begin with capital letters.

17. Begin the abbreviations of the months and days of the week with capital letters.

18. The names of business firms begin with capital letters.

19. The important words in the names of stories begin with capital letters.

Punctuation Rules

1. A period is used:

   a. At the end of a telling sentence or statement.

   b. After an abbreviation.

   c. After an initial.

2. A question mark is used at the end of a question.

3. An exclamation mark is used:

   a. After exclamations

   b. After sentences showing surprise.

   c. After sentences showing excitement or emotion.

4. Use a comma after the closing of a letter.

5. Put a comma after the greeting of a letter.

6. Place a comma between the name of a city and a state.

7. In writing dates put a comma after the day of the month.

8. Use a comma after each word in a series.

9. Use a comma to set off the names of persons spoken to.

10. When a word like oh, well, yes, or no, comes at the beginning of a sentence, it should be set off by a comma.

11. A comma is used between a person's last name and his first name, when the last name is written first.

12. Quotation marks are placed around the exact words of a speaker.

13. Quotation marks are placed around the names of short stories, songs, and poems.

14. The apostrophe is used in contractions to show where a letter or letters are left out.

15. An apostrophe is used to show possession.

Selections for Verb Usage

is--------are	bring---take	came----come
was-------were	went----gone	sang----sung
doesn't---don't	rang----rung	wrote---written
did-------done	broke---broken	sit-----set
ran-------run	let-----leave	lie-----lay
saw-------seen	blew----blown	knew----known
took------taken	threw---thrown	grew----grown
ate-------eaten	drank---drunk	began---begun
gave------given	tore----torn	swam----swun
man-------can	rode----ridden	drove---driven
teach-----learn	spoke---spoken	

Verb Forms Selected

Present Time	Past Time	Past Time (Needs Helper)
do	did	done
run	ran	run
wear	wore	worn
see	saw	seen
take	took	taken
eat	ate	eaten
give	gave	given
come	came	come
go	went	gone
sing	sang	sung
ring	rang	rung
write	wrote	written
break	broke	broken
blow	blew	blown
know	knew	known
throw	threw	thrown
grow	grew	grown
drink	drank	drunk
begin	began	begun
ride	rode	ridden
tear	tore	torn

Present Time	Past Time	Past Time (Needs Helper)
drive	drove	driven
speak	spoke	spoken
swim	swam	swum
lie	lay	lain

There are eleven types of exercises in the workbook. The following exercises are examples of these types.

Type I Error Correction

Capitals. Names of Churches, Deity and Religious Groups

The name of a church or a religious denomination should begin with a capital letter. The word "God" and all names that refer to God should begin with capital letters.

Number your papers from 1 to 7. Write all the words from each sentence which should have capitals. Be sure to begin them with capitals.

1. Mary Blake lives near the methodist church.
2. Henry Marsland went to the presbyterian church last Sunday. He usually goes to the congregational church.
3. The Hanson family are protestants. They go to the baptist church.
4. Ann Walsh went to the cathedral of st. peter.
5. The children liked the hymn to the lord that they learned last Sunday.

6. In Ida Caron's town, people go to many different churches. There are baptists, catholics, episcopalians, quakers, lutherans, and many others.

7. The text of Sunday's sermon was, "Justice of god's judgment."

Punctuation. Comma in a Series

Play the game "Packing Grandmother's Trunk" as a preliminary for the exercise on comma in a series.

Use commas to separate words in a series. The purpose of the comma after each word in a series, is to separate the words, to keep them from running together. The commas make the meaning of the list clear.

Copy the following, putting in the commas after each word in a series, including the word just before "and".

Sally's mother had given her a list of things to look for when she went Christmas shopping. On the list were books toys handkerchiefs games toys balls and stationary.

There were five children at the party Mary Bobby Brenda Jimmy and Carol.

On our trip we saw mountains lakes streams rivers forests strange animals and many other things.

Type II Recall

Capitals. Titles

Below is a list of titles used with particular persons names. Write each one with a person's last name

after it. Be sure to use capitals where they are needed.

1. mayor	8. representative
2. miss	9. president
3. mr.	10. lieutenant
4. mrs.	11. reverend
5. sir	12. general
6. doctor	13. captain
7. colonel	14. admiral

Punctuation. Comma after Greeting of Friendly Letters.

Write a suitable greeting for a letter written to:

your cousin Mary	your friend	your pal
your teacher	your sister	your brother
your grandfather	your aunt	your pen pal

Type III Completion

Capitals. Names of Particular People, Places and Things

Fill in the blanks in the following sentences. Be sure the names of particular people, places, and things begin with capital letters.

1. A band of peaceful ____ lived near the pioneer settlement.
2. One morning the guns of both the ____ and the ____ were booming.
3. They wandered through the streets of the old____.
4. ____ settled in California.
5. The ____ settled in Louisiana.

6. The ____ settled in Massachusetts.

7. The ____ settled Florida.

8. You live in the state of ____.

9. My cousin lives in ____, ____.

10. Our school is called the ____ ____.

Punctuation. Comma in Conversation

A comma separates the speaker's words from the rest of the sentence.

Example

"The largest state in our country is Texas," said Jim.

The following is a list of exact words of speakers. Copy the list and add the words which tell who said it. Be sure to put in the comma between the speaker's words and the rest of the sentences. Also put a period at the end of each sentence.

1. "We are studying California in geography" ____.

2. "I like history best of all" ____.

3. "That game was lots of fun" ____.

4. "She won't help me" ____.

5. "I want to go to her birthday party" ____.

6. "We have our written arithmetic now" ____.

7. "We are going to see grandmother" ____.

8. "She heard a loud noise in the pantry" ____.

9. "Come over here with me" ____.

10. "Grandfather sent you a present" ____.

Suggestions to use in place of "said".

screamed	declared	exclaimed	remarked	cried
whined	replied	complained	whispered	called
repeated	shouted	moaned	groaned	stated

Type IV Dictation

Capitals. Capital I

Dictate the following sentences:

1. Three little girls and I took a long walk.
2. They saw a bluejay, but I didn't see it.
3. I would like to read that book, but I'm afraid that I won't have time.
4. When you finish I want to see your papers.
5. I hope you do this well because I want to show it to the fourth grade.

Punctuation. Quotation Marks in Conversation

Make a new paragraph for each speaker's words in conversation. Use a comma to separate the exact words of the speaker from the explanatory words, unless the quotation is a question.

Put quotation marks around the exact words of a speaker. Sometimes you need two sets of quotation marks to set off the exact words of a speaker.

Develop a little conversation between two pupils.

Write it on the board, adding explanatory words.

Example

"Will you come to my house?" asked John.

"Yes," said Bill.

"When will you come?" said John.

"Right now," answered Bill.

"All right, come on," John said.

Type V Multiple Choice

Punctuation. Apostrophe in Contractions

Study the following words and their meanings.

whose ---- belonging to whom

who's ---- who is

Whose book is this? Who's going to play?

its ------ belonging to it

it's ----- it is

The chair fell over on its side.

It's going to snow tomorrow.

their ---- belonging to them

they're -- they are

The scouts took their lunch.

They're doing that work for nothing.

your ----- belonging to you

you're --- you are

Is this your hat?

You're coming with me?

Copy these sentences, choosing the right word in the parenthesis.

1. (It's, Its) too late to call her over.
2. (Their, They're) automobile was stolen.
3. (Who's, Whose) going to do that?
4. (Their, They're) planning a party.
5. Are (your, you're) papers all finished?
6. Give the dog (its, it's) bone.
7. (Their, They're) running away.
8. (Who's, Whose) house was burned?
9. That was (your, you're) big sister.
10. I wonder (who's, whose) going with us.

Verb Usage. Bring ---- Take

Bring shows action toward the speaker.

Take shows action away from the speaker.

Example.

"Please bring me your notebook," said the teacher.

"Will you take these papers to the third grade?" asked Miss Jones.

In the following sentences fill in the blanks with either Bring or Take

1. " ____ me the papers when you finish them," said the teacher.
2. I will let you ____ the papers home tonight.
3. Where did you ____ that mitten that you found?

4. If you will ____ that notebook to me I will correct it.

5. ____ my coat to the dressing room, please.

6. She didn't want to ____ her papers to me; she wanted to ____ them home to her mother.

7. The children wanted to ____ their sleds out as soon as it began to snow.

8. ____ those papers to the principal and then ____ them back to me.

9. Did you ____ me this beautiful bouquet, Mary?

10. Please ____ this basket of fruit over to Mrs. Brown.

Type VI Arrangement

Capitals. Addresses

Write these addresses as you would on an envelope. Be sure to make capitals where they are needed.

1. mrs. l. b. mason, 365 east bridge street, st. paul, minnesota.

2. mr. b. n. moss, 130 west broadway, los angeles, california.

3. dr. edward ganz, 876 canal street, richmond, virginia.

4. captain e. s. travers, 359 north street, san diego, california.

5. judge edwards, 145 alameda boulevard, hollywood, california.

6. mrs. e. t. thomas, 564 mission avenue, san francisco, california.

7. lt. t. r. russell, 3234 king highway, miami, florida.

8. president black, 3121 rose street, tulsa, oklahoma.

9. rev. r. i. broadbent, 5298 ranier boulevard, tacoma, washington.

10. representative blouin, 3 stuart st. joplin, mo.

Punctuation. Commas when the last name precedes the first

Arrange the following names in alphabetical order, using the last name first:

1. Louisa Alcott	7. George Washington
2. Abraham Lincoln	8. Franklin Roosevelt
3. Harry Truman	9. Christopher Columbus
4. Richard Byrd	10. Douglas MacArthur
5. Patrick Henry	11. Miles Standish
6. John Alden	12. Henry Hudson

Type VII Listing Information

From Recall - From Text

Capitals. Names of Towns and Cities, States and Countries

Begin each important word in the name of a particular place with a capital letter. Look in your geography for the names of particular places. You will find that each one begins with a capital letter.

The word Mexico, for example, begins with a capital letter because it is the name of a particular country. Miami begins with a capital letter because it is the name of a particular city.

Make a list of particular places from your geography book.

Punctuation. Comma between the Name of City and State

Below is a list of cities. In your dictionary find the states which belong with these cities. Write the names of the cities and states.

1. Boston	6. Richmond
2. Tallahassee	7. Sacramento
3. Houston	8. Portland
4. Los Angeles	9. Minneapolis
5. Omaha	10. Chicago

From Recall

Capitals. Names of Schools

The names of schools should have capital letters at the beginning of each important word.

Write the names of all the schools you know.

Punctuation. Comma after Greeting of Friendly Letter

Here are some common greetings for letters that you may use. Notice that each greeting begins with a capital and has a comma following.

Dear Mother,	Dear Miss Jones,
Dear Grandfather,	Dear Marion,

Add to this list. Be sure to use capitals where they are needed. Write a comma after each one.

Type VIII Evaluation

Capitals. Writing a Paragraph

Decide how many sentences there are in the paragraph below. What is a good topic for the paragraph? Which sentence does not belong? Choose a title and write in a paragraph, the sentences which tell about the topic.

Puerto Rico is often called the Enchanted Isle, and it well deserves the title visitors who have the good fortune to visit Puerto Rico find difficulty in leaving it if they do leave they are never satisfied elsewhere there seems to be something in the climate, the atmosphere, and the people that charms everyone who exposes himself people get sun burned too easily here is where the old world and the new world meet one can see the most modern improvements in the oldest possible setting still each seems to hold its own peculiar characteristics.

Type IX Originality

Capitals. Names of Holidays

Choose your favorite holiday and write a holiday greeting.

Punctuation. Comma in Direct Address

Write sentences that you might use if you were

talking to the following people and addressed them by name.

1. Mother	4. Grandmother	7. your teacher
2. your pal	5. Father	8. your sister
3. the doctor	6. your brother	9. your uncle

10. your friend's father

Type X Change of Form

Punctuation. Apostrophe to show Possession

Write the following expressions, using the possessive forms. Don't forget the apostrophe.

Example.

the playhouse of the girls change to
the girl's playhouse

1. the report of the school nurse
2. the work of the boy
3. the gift of the grandmother
4. the house of the doctor
5. the school of the Indians
6. the songs of the robins
7. the songs of the birds
8. the meeting of the teachers
9. the home of my cousin
10. the nest of the eagle

When the word already ends with an "s", just add an apostrophe.

Verb Forms Which Need Helpers

Copy the following sentences, filling in the blanks with the correct form of the verb given in parenthesis. Underline the helpers in these sentences.

1. (do) You should have ____ all your work.
2. (run) They might have ____ all the way.
3. (wear) Her coat must have ____ out long ago.
4. (see) You should have ____ that picture.
5. (take) They have ____ a walk through the woods.
6. (eat) Dinner should be ____ by one o'clock.

Type XI Change of Meaning Through Punctuation

Comma in Direct Address

Dictation lesson. Write these sentences.

1. Mary, put the rubbers here.
   Mary put the rubbers here.
2. Boys and girls talk.
   Boys and girls, talk.
3. Children, cry.
   Children cry.
4. Sam, shut the door.
   Sam shut the door.
5. Boys throw balls.
   Boys, throw balls.
6. Children listen.
   Children, listen.
7. Linda, put that coat on.
   Linda put that coat on.

All of the exercises and the test are presented in the following chapters.

CHAPTER IV

TABLE OF CONTENTS

CHAPTER IV

CAPITALS

I Beginning of Sentences

A. The first word in each sentence must begin with a capital letter. Copy this story and put in the capital letters where they belong.

there were three little children playing on the road the oldest one was a boy of four the other two were little girls of three they ran to the sidewalk just in time to get away from a huge truck coming down the road they just stood and watched that big truck as if it were some terrible monster.

B. Making Sentences

<u>Patricia</u> <u>ran</u>.

These two words make a good sentence. They also make a complete thought. Make sentences from the words below. One word should show action; one word should tell who.

start	begin	eat	stop
come	blow	break	caught
do	draw	run	hurry
play	jump	hatch	skip
dance	smoke	scream	chug
fall	go	sing	ride
smell	moo	meow	put
cry	drink	talk	write
see	walk	throw	scratch
give	slip	know	skid
mew	slide	buzz	shout
roar	bark	laugh	sang
work	land	smile	hop

C. Capitals at the Beginning of Every Sentence

Dictate the following sentences:

1. Many children came to the party at school.
2. Bob could not come because he had a bad cold.
3. They played games after lunch.
4. The first prize went to Betty.
5. At seven o'clock the children went home.

D. Correcting Run-On Sentences

Find the sentences below which are not correct. Write them correctly. Be sure that you do not have two sentences written as one.

1. Where are you I can't see you?
2. Did you lose the pretty ring that you wore yesterday?
3. Our dog is full of mischief and yesterday he chewed my rubbers.
4. These pictures are beautiful can't we mount them?
5. There were several children in the yard I could see them playing.

E. Writing a Paragraph

Decide how many sentences there are in the paragraph below. What is a good topic for the paragraph? Which sentence does not belong? Choose a title and write in a paragraph, the sentences which tell about the topic.

Puerto Rico is often called the Enchanted Isle, and it well deserves the title visitors who have the good fortune to visit Puerto Rico find difficulty in leaving it if they do leave they are

never satisfied elsewhere there seems to be something in the climate, the atmosphere, and the people that charms everyone who exposes himself people get sun burned too easily here is where the old world and the new world meet one can see the most modern improvements in the oldest possible setting still each seems to hold its own peculiar characteristics.

F. Keeping Sentences Apart

Do not run sentences together by using such wors as: "and", "and so", "and then", where they are not needed.

Example Incorrect

Several children were in the school yard before the eight o'clock whistle blew and they played football till the last bell rang the fourth grade boys won the game.

Example Correct

Several children were in the school yard before the eight o'clock whistle blew. They played football till the last bell rang. The fourth grade boys won the game.

In each of the following exercises three

sentences are run together. Separate the sentences and write them correctly.

1. The girls were playing with their dolls and the boys came over to bother them the girls didn't like the boys to spoil their fun so they decided to play in the house.

2. At the party they played many games and they had ice cream, candy, tonic, popcorn, and lots of other good things to eat so some of the children went home sick and then their mothers were sorry they had gone to the party.

3. Every day at school we have arithmetic before recess and after recess we have to study geography and so by noon I am too tired to study any more.

4. Many children were playing in the yard the fire trucks went by and the fire was in the house across the street so the children all ran across to see it and they were in the way of the firemen so they were all sent home.

II Names of Persons and Pets

A. Begin the name of a person or pet with a capital letter. Copy these sentences, beginning the names of persons and pets with capital letters.

1. My dog, tag, is a very good playmate.
2. Today is frank's birthday.
3. Mary, alice and jerry were invited to brenda's birthday party.
4. The twins sent rex, their dog, to chase billy and sue away.
5. Tommy and billy had a pet monkey called mickey.
6. The teacher gave the book to mary thompson.
7. The little girl named her kittens fluffy and tiger.
8. Daddy gave george and james two puppies which they named rover and lady.
9. Mother took jack and jimmy to see their grandmother.
10. Grandfather sent a birthday gift to bobby and sandra.

B. Names of Particular Places, People, and Things

Begin the names of particular places,

people and things with a capital letter. Underline the names of particular people in the following verse:

Little Indian, Sioux or Crow,
Little frosty Eskimo,
Little Turk or Japanee,
Oh! don't you wish that you were me?
---Robert Louis Stevenson.

C. Write a list of ten names of peoples such as: Japanese, Chinese, Russian, etc.

D. Names of Particular People, Places and Things

Fill in the blanks in the following sentences. Be sure the names of particular people, places, and things begin with capital letters.

1. A band of peaceful ------- lived near the pioneer settlement.
2. One morning the guns of both the ---- and the ----- were booming.
3. They wandered through the streets of the old ------ village.
4. The ------ settled in California.
5. The ------ settled in Louisiana.
6. The ---- settled Massachusetts.

7. The ----- settled Florida.

8. You live in the state of ------.

9. My cousin lives in --------, --------.

10. Our school is called the ------ -------.

III Capital I

A. Dictate the following sentences:

1. Three little girls and I took a long walk.

2. They saw a bluejay, but I didn't see it.

3. I would like to read that book, but I'm afraid that I won't have time.

4. When you finish I want to see your papers.

5. I hope you do this well because I want to show it to the fourth grade.

B. Capital I

Copy the following paragraph. Make capitals where they are needed.

i like the winter best of all because i like winter sports. i have some new figure skates. Last year i practiced skiing every day because we had so much snow. This year i intend to become a good skater if we have the ice to practice on.

IV Titles of Persons

A. Begin a title of respect with a capital letter only when it is used as part of a particular person's name.

Rewrite each sentence below, using the necessary capital letters.

1. Is doctor jones your doctor?
2. Have you seen miss lewis?
3. My cousin is lieutenant bowers.
4. My father went to see mayor butler.
5. The guest of honor was general blair.
6. He decided to go to doctor watson.
7. He was sent to see judge bland about the case.
8. Yesterday captain eliott promoted him to sergeant.
9. The ruler of England is king george.
10. The heir to the throne is princess elizabeth.

B. Titles of Persons

Copy and complete each part of a sentence below. Use just the title and the last name.

1. Our teacher is ----- -------.
2. Our superintendent of schools is --- -----.

3. The governor of our state is ---- ------.
4. Our president is ---- --------.
5. The principal of our school is ---- -------.
6. The music supervisor is ---- --------.
7. The art teacher is ---- ----------.
8. The high school principal is ---- --------.
9. Her mother's name was ---- ----------.
10. The dentist's name was ---- ----------.

C. Titles

Below is a list of titles used with particular person's names. Write each one with a person's last name after it. Be sure to use capitals where they are needed.

1. mayor	8. representative
2. miss	9. president
3. mr.	10. lieutenant
4. mrs.	11. reverend
5. sir	12. general
6. doctor	13. captain
7. colonel	14. admiral

Test on Capitals--First Five Rules

Copy the following paragraph, putting capitals where they belong.

mary's dog, pal, came from concord. new hampshire. dr. mack gave him to her as a birthday gift. the other day i saw pal fighting with billy's pet cat, ginger. lt. black came up the street just in time to stop the fight.

V Names of Towns and Cities, States and Countries

A. Begin each important word in the name of a particular place with a capital letter. Look in your geography for the names of particular places. You will find that each one begins with a capital letter.

The word Mexico, for example, begins with a capital letter because it is the name of a particular country. Miami begins with a capital letter because it is the name of a particular city.

Make a list of particular places from your geography book.

B. Towns, Cities, States, and Countries

Every time you address a letter you need to remember to use a capital letter for towns, cities, states, and countries.

Copy the following addresses correctly:

Mrs. B. J. Lund	Mr. S. J. Loyes
1345 Drew Avenue	3425 Beacon St.
chicago, illinois	boston, Mass.
Miss Anne Gates	Rev. John Brown
3816 Eastern Parkway	St. Peter's Church
schenectady, new york	omaha, nebraska

C. Names of Countries

Copy these sentences, writing the names of countries with capital letters.

1. The famous canal between the Atlantic and Pacific Oceans was built through panama.
2. In argentina much wheat is raised. The climate is like that of the united states.
3. canada and england are parts of one great nation.
4. Buildings that have been standing more than two thousand years can be seen in greece and italy.
5. Everyone who goes to egypt wants to see the pyramids.
6. There are many colleges near boston, massachusetts.

7. The United Nations met in paris, france.

8. Princess Elizabeth lives in london, england.

9. The three great powers of the world are the united states, great britain, and russia.

10. The italians, the germans, and the japanese fought against the americans, the english, and the russians.

VI Names of Streets

A. The names of streets begin with capital letters. Write a list of all the streets in your neighborhood which you can remember.

B. Streets, Cities, and States

Copy these addresses and make capitals wherever they are needed.

Mrs. C. S. Travers	Mr. M. B. Haynes
1310 broadway	325 essex street
new york city, new york	lincoln, nebraska
Miss Mary Doyle	Mr. R. M. Bates
324 mason st.	454 brown court
kingman, arizona	el centro, california

Judge Sanderson	Mayor Grant
134 concord st.	387 bridge st.
seattle, washington	eugene, oregon
Dr. E. N. Snow	Mrs. Elsie Banks
835 main st.	520 tower st.
york, maine	des moines, iowa

C. Capitals in Addresses

Write these addresses as you would on an envelope. Be sure to make capitals where they are needed.

1. mrs. l. b. mason, 365 east bridge street, st. paul, minnesota.
2. mr. b. n. moss, 130 west broadway, los angeles, california.
3. dr. edward ganz, 876 canal street, richmond, virginia.
4. captain c. s. travers, 359 north street, san diego, california.
5. judge edwards, 145 alameda boulevard, hollywood, california.
6. mrs. e. t. thomas, 564 mission avenue, san francisco, california.
7. lt. t. r. russell, 6234 king highway, miami, florida.

8. president black, 3121 rose street, tulsa, oklahoma.

9. rev. r. i. broadbent, 5298 ranier boulevard, tacoma, washington.

10. representative blouin, 3 stuart st. joplin, missouri.

VII Names of Schools

The names of schools should have capital letters at the beginning of each important word. Write the names of all the schools you know.

VIII Names of the Days of the Week

A. Copy the following paragraph, using capital letters at the beginning of the days of the week.

The Christmas vacation began on friday. I did my shopping on saturday, monday, and tuesday. Christmas was on wednesday. I had lots of fun with my new toys on thursday, friday, and saturday. I went to visit my grandmother in Boston on sunday. I stayed with her until wednesday. I would have liked to stay longer, but the holidays were over. We had to return to school on thursday.

B. Days of the Week

Make sentences using each day of the week.

IX Names of Holidays

A. The names of particular days which are holidays begin with capital letters. With the help of the teacher make a list of all the holidays. Write the date of each one.

B. Names of Holidays

Copy the following sentences, completing each sentence with the name of a holiday. Remember to begin the names of holidays with capital letters. Place a period at the end of each sentence.

1. The first Monday in September is ------.
2. We always have a party on October 31, because that is ------.
3. The first World War ended on November 11. We call that ---- -------.
4. The president proclaims the last Thursday in November as ------- --- .
5. December 25 is ---------.
6. January 1 begins the year, so it is called --------.

7. A Sunday in March or April is called --- ---.

8. We plant trees and flowers on ------.

9. The fourteenth of june is celebrated as ---- ----.

10. Our country's birthday is the ---- -- ----.

C. Names of Holidays

Choose your favorite holiday and write a holiday greeting.

D. Names of Holidays

Write the names of all the holidays which come during the school year.

Test on Capitals Review Lesson

Copy the following paragraph using capitals where they are needed.

what pizarro found

when balboa tramped across the isthmus of panama in 1513, one of his followers was a young man named pizarro. years later, pizarro invaded peru, the rich lands which the indians had talked about to balboa. peru was even richer in silver and gold than mexico. the natives here were the most civilized of the american indians. the ruler of peru was called the inca.

Test on Capitals-Rules one to ten

Copy the following sentences putting capitals where they belong.

1. the west school is at the corner of barker and lowell streets, in methuen, massachusetts.
2. on monday and tuesday i want you to read that story.
3. her little kitty was named deborah and her dog was called rex.
4. we spent july and august at sunape lake in new hampshire.
5. mr. sanders and rev. john brouder went to see mayor bliss.
6. we celebrate armistice day on tuesday this year.
7. many italian families live in pleasant valley.
8. i will tell miss black what you told me.
9. the office is in the central school.
10. concord is the capital of new hampshire.

X Names of Nationalities

A. Begin the name of the people of a country with a capital letter. Begin the name of the

language of a country with a capital letter.

Write these sentences correctly:

1. Mr. Drake can speak french, italian and spanish as well as english.
2. The people of Canada are mostly scotch, english, french, and indian.
3. She read the story of a brazilian boy.
4. I have just read a book of stories about some chinese and japanese children.
5. They lived near some filipino children.
6. Carol Spence has written about some mexican children.
7. She read stories about hawaiian, dutch, indian, and alaskan children.
8. Many polish, lithuanian, and german children are coming to live in America.

B. Names of Nationalities

Write the name of the people who live in each of these countries. Use your dictionary if necessary. Be sure to begin the names of the people with capital letters.

1. America
2. China
3. France
4. Russia
5. England
6. Italy

7. Japan
8. Canada
9. Hawaii
10. Germany
11. Switzerland
12. Turkey
13. India
14. Africa
15. Mongolia
16. Mexico
17. Holland
18. Alaska
19. Spain

XI Names of Churches, Deity and Religious Groups

The name of a church or a religious denomination should begin with a capital letter. The word God and all names that refer to God should begin with capital letters.

Number your papers from 1 to 7. Write all the words from each sentence which should have capitals. Be sure to begin them with capitals.

1. Mary Blake lives near the methodist church.
2. Henry Marsland went to the presbyterian church last Sunday. He usually goes to the congregational church.
3. The Hanson family are protestants. They go to the baptist church.
4. Ann Walsh went to the cathedral of st. peter.
5. The children liked the hymn to the lord that they learned last Sunday.

6. In Ida Caron's town, people go to many different churches. There are baptists, catholics, episcopalians, quakers, lutherans, and many others.
7. The text of Sunday's sermon was, "Justice of god's judgment."

XII First Word of Direct Quotation

A. The first word of a quotation begins with a capital letter. Copy the following sentences. Put capitals where they are needed.

1. Mother inquired, "what are you doing in the house?"
2. Bobby answered, "where did you put my skates?"
3. Mother said, "you put them away yourself, Bobby."
4. "oh," said Bobby, "now I remember. I put them in the cellar."
5. Mother laughed and said, "when you put them where they belong, you never remember."

B. First Word of Direct Quotation

On your paper write quotations to complete the following sentences. Where do you need capital letters and punctuation marks?

1. Helen shouted, "----------"

2. "----------," called her mother.

3. Aunt Julia said, " ----------," when she saw the new lights.

4. James asked, "----------?"

5. "----------," Mother answered.

C. Capitals in Conversation

Copy the following sentences, putting capitals where they are needed.

1. Mary Morley asked, "do you want to play with me, Betty?"

2. Betty replied, "i can't play this morning. I am going to help my mother."

3. "may I help your mother too?" said Mary.

4. "just a minute," said Betty, "I will find out."

5. "all right, Mary," said Betty, "my mother said you could help if you want to."

Test on Capitals-Rules one to twelve

Copy the following sentences, putting capitals where they are needed.

1. the boy named his pony, mike.

2. her home town was once santa fe, new mexico. now she lives in williams, arizona.

3. she lived at 316 east market street.
4. in september, lieutenant brady was promoted to the rank of captain.
5. when i go to church on sunday i like to look nice.
6. the french people celebrate new year's day.
7. she moved from the oakland school to the ashford school.
8. the roman catholics go to st. monica's church and many protestants go to the baptist church.
9. mother said to billy, "would you like a birthday party?"
10. on monday or tuesday i will visit my grandmother.

Test on Capitals-Rules one to thirteen

Copy the following senterces. Write capitals where they are needed.

1. i have a dog named terry.
2. those men are dr. brown and rev. smith.
3. she lives on main street in denver, colorado.
4. she sent presents to france and germany.
5. do you go to the west school?
6. she washed dishes on tuesday, wednesday, and thursday of last week.
7. this is the first monday in january.
8. did you have a nice christmas and new year's

holidays?

9. in february i hope you will be able to write a letter.

10. some chinese people live there.

11. the congregational and methodist churches had pretty christmas lights.

12. mother said to elsie, "come inside now."

XIII Greeting of a Letter

A. The greeting is the "hello" in a letter. The first word and all other important words begin with capital letters.

Write these greetings correctly. Put a comma after each one.

1. dear uncle john
2. dear grandfather
3. my dear miss stone
4. dear dean mason
5. dear aunt mary
6. dear pal
7. dear agnes
8. dear bobby
9. my dear friend
10. dear dr. jason

XIV Closing of a Letter

A. The first word in the closing of a letter should begin with a capital letter. Write these closings using capital letters where they are needed.

1. sincerely yours,
2. yours very sincerely,
3. your old friend,
4. yours sincerely,
5. your playmate.
6. yours truly,
7. your cousin,
8. your pal,
9. your friend,
10. your classmate,

XV First Word in Each Line of Poetry

A. The first word in each line of poetry begins with a capital letter. Copy this poem and put in the capitals where they should be.

Windy Night

whenever the moon and stars are set,
whenever the wind is high,
all night long in the dark and wet,
a man goes riding by.
late in the night when the fires are out,
why does he gallop and gallop about?

whenever the trees are crying aloud
and ships are tossed at sea,
by, on the highway, low and loud,
by at a gallop goes he.
By at a gallop he goes, and then
by he comes back at a gallop again.

--Robert Louis Stevenson

B. First Word in Each Line of Poetry

This is a poem. Rewrite it putting it in the form of a poem. Remember the first word in each line of poetry begins with a capital letter.

One Night

The moon came out of the sea one night Into a dark blue sky. It made an enormous yellow light As it sailed along on high. It made an enourmous yellow light Across the dark night sky.

The stars came out of the sea one night And went up across the sky. They came with a clear and still white light High in the dark blue sky. They seemed to be not far away And not so very high.

-- Margaret Wise Brown

XVI Initials

A. An initial is the first letter of a person's name. It is a capital letter and is followed by a period. On your paper, write the following names correctly:

1. mister s t thomas
2. miss elsie r stevens
3. mrs e h rawnsley
4. mistress a v herman
5. doctor w b white
6. mrs john j mooney

7. a b richardson
8. mary c walker
9. s j patterson
10. master george peters

B. Initials

Write the initials of every one in the room.

XVII Abbreviations of Months and Days of the Week

A. The following abbreviations are ones you should know. Write them as your teacher reads them to you.

Sun.	Thurs.	Jan.	Apr.	Oct.
Mon.	Fri.	Feb.	Aug.	Nov.
Tues.	Sat.	Mar.	Sept.	Dec.
Wed.				

B. Abbreviations

Write the abbreviations for the following:

Sunday	Thursday	February	September
Monday	Friday	March	October
Tuesday	Saturday	April	November
Wednesday	January	August	December

XVIII Names of Business Firms

A. The principal words in names of business firms have to be capitalized. Rewrite the

following, putting in the capitals.

1. cherry and webb's
2. jordan and marsh company
3. cambridge gas and electric company
4. lamson and hubbard
5. andover finance company
6. smith motor company
7. industrial credit corp.
8. supreme cleaners
9. treat hardware
10. nevins auto company

XIX Names of Stories and Songs and Poems

A. The important words in the names of stories and songs should begin with capital letters. Copy these names of songs and stories using capital letters where they are needed.

1. the arrow and the song
2. cinderella and the glass slipper
3. the man who loved work
4. america the beautiful
5. girls and boys games
6. fun on sundays
7. the refugee child
8. a hole in the dike

9. vacation troubles

10. a trip by plane

REVIEW EXERCISES

CAPITALS

1. Below is a letter written in capitals. Write it over, using capitals only where they are needed.

36 BROAD ST.
CARSON CITY, NEVADA
NOVEMBER 26, 1948.

DEAR MARILYN,

I WANT TO THANK YOU AGAIN FOR INVITING ME TO HAVE THANKSGIVING DINNER AT YOUR HOUSE. I CERTAINLY ENJOYED THE TURKEY. DID YOU HAVE TURKEY SOUP TODAY?

TODAY MY MOTHER TOLD ME ABOUT A CHRISTMAS PRESENT. WE ARE GOING TO GET A TELEVISION SET. IT WILL COME EARLY. I JUST CAN'T WAIT TILL IT COMES. WE HAD SUCH FUN AT YOUR HOUSE WATCHING YOUR SET.

I HOPE THAT I WILL SEE YOU AT GRANDMA'S HOUSE AT CHRISTMAS TIME.

YOUR COUSIN,
EVELYN

REVIEW CAPITALS

2. Copy the following paragraph, putting in capitals where they belong.

george rogers clark

boonesborough was started before america was free from england. at that time kentucky and the ohio valley country belonged to england. when the revolutionary war began in 1776, the english leaders in this part of america encouraged the indians to attack american settlements. a patriotic soldier of virginia, george rogers clark, thought of a way to stop this.

3. Supply the missing capitals in the following sentences:

a. reverend mr. bowers is the new minister.

b. lieutenant mason reported to general eisenhower.

c. yes, i would like to visit your grandmother.

d. eva, your grandmother just went into your house.

e. henry ford is thinking of building a smaller type of car.

f. have you seen the latest movie?

g. the people were lost in the storm for many hours.

h. christopher columbus discovered america.

i. billy, you will like this new science book.

j. i read the wonderland science book sunday.

REVIEW CAPITALS

4. Show that you know how to use capitals by copying the following letter, using capitals wherever they belong.

box 814, route 3
orlando, florida
november 29, 1948

miss e. c. partlow
29 east street
salem, new hampshire

dear miss partlow:

i am sending you a crate of oranges as you requested. they will be shipped out on december 10. that means that you should receive them before christmas. i hope you enjoy this fruit.

the price of fruit is rising. if you want to take advantage of the november prices send your check before the end of the month.

sincerely yours,
jack b nary

REVIEW CAPITALS

5. Rewrite this paragraph. All capitals have been omitted. You put them in.

when i read a book i try to picture the people i read about. i like to picture the way they dress, the way they talk, and the way they act. i like to imagine what their homes are like. if there is a boy in the story i wonder if he likes the same things i do. does he have a dog? if he has a dog i always wonder what kind it is and whether it is as good a pal as my dog, lady.

6. Write the following business letter in the correct form. Be sure to use capitals where needed.

2914 riverside drive los angeles, california november 30, 1948. radio station c b s sunset ave. hollywood, california dear sir: i am writing for the fifth grade in the alameda school. we would like to have more christmas carols played early in the evening so that we can listen to them before we have to go to bed. we hope that you will grant our request. sincerely yours, mary anne dawson.

REVIEW CAPITALS

7. Write the following sentences correctly. Put in the capitals where they are needed.

a. abraham lincoln was born february 12, 1809.

b. he was born in hardin county, kentucky.

c. his parents were both born in virginia.

d. his mother's name had been hanks.

e. one of his grandfathers came from rockingham county to virginia.

f. he left kentucky to go to what is now spencer county, indiana.

g. he enjoyed reading the bible and believed in god.

h. one of his favorite stories was"the life of george washington."

i. he was president of the united states.

j. once he took a trip down the mississippi river to new orleans, louisiana.

8. Copy these sentences. Put capital letters where they belong.

a. did ruth martin visit you at sunape lake last august?

b. mr. paige was in maine on easter sunday.

c. did colonel marsh go to see mayor walsh?

REVIEW CAPITALS

d. did you read the book robinson crusoe and his man friday?

e. president roosevelt went to africa to talk with mr. churchill.

f. dr. edson set my sister jane's broken leg.

g. mr. pearson teaches music in our school every other monday.

h. james helped miss gillen last saturday.

i. i flew to albany, new york on sunday.

j. several children went to see a broadcast at w c o p

9. Write the following names, titles, addresses, and months, using abbreviations wherever you can. Don't forget the capitals.

a. doctor james burton

b. major robert edward lane

c. superintendent peter allen proctor

d. 53 west james street

e. 109 east birch avenue

f. january, february, march

g. sunday, monday, tuesday, wednesday, thursday, friday, saturday.

h. sir walter raleigh

i. reverend edwin b. burton

REVIEW CAPITALS

10. Copy the sentences below, using capital letters where they should be. Study each sentence carefully before copying it.

    a. on february 12 we celebrate lincoln's birthday.
    b. the first monday in september is labor day.
    c. did general marshall go to europe as he had planned?
    d. april is a month of showers.
    e. which do you enjoy more, christmas or the fourth of july?
    f. how many holidays are there in november?
    g. george washington was born in february.
    h. i believe dr. roddy is an old doctor.
    i. please show me the picture of admiral nimitz.
    j. did you enjoy the christmas vacation?

11. Copy these book titles, using capital letters when you should.

    a. american government and citizenship
    b. study arithmetic
    c. three kings
    d. jared's islands
    e. trains at work
    f. star in the willows

g. river boy of cashmir

h. plum daffy's adventure

i. we find out

j. fur trappers of old west

CHAPTER V

TABLE OF CONTENTS

CHAPTER V

PUNCTUATION

I Periods after Statements

A. Find the beginning and ending of each sentence in the following paragraph. Begin each sentence with a capital letter and put a period at the end of each sentence. Read the entire paragraph before you begin to write.

Benjamin Franklin's school days were short his father was a candle maker he was a poor man with a large family Benjamin had to leave school at an early age he had to learn his father's business he liked to read he spent long hours poring over books by candlelight later, Benjamin worked for his brother his brother James was a printer in Boston Benjamin worked without pay

B. Periods after Sentences

Find the beginning and ending of each sentence in the following paragraph. Begin each sentence with a capital letter and put a period at the end of each sentence. Read the whole paragraph before you start to write.

every great invention grows out of the work of many men little by little the idea grows new discoveries are made they can be put to use later there are many failures before any great invention is a success Robert Fulton built the first steamboat that could be used in freight and passenger service men had learned much he made use of their knowledge people said Fulton succeeded the others had failed.

C. Periods after Abbreviations

Here is a list of many abbreviations which you should know. Copy the list and write the word which has been abbreviated. Use your dictionary if you need to.

Jan.	Aug.	Dec.	W.	Blvd.
Feb.	Sept.	N.	Ave.	P. O.
Mar.	Oct.	S.	St.	R. F. D.
Apr.	Nov.	E.	Rd.	

D. Periods after Abbreviations

Here is a list of many abbreviations which you should know. Copy the list and write the word which has been abbreviated. You may use your dictionary.

in.	qt.	N. Y.	N. H.	N. M.
ft.	gal.	S. C.	Vt.	N. C.
yd.	oz.	R. I.	N. J.	Calif.
pt.	lb.			

E. Period after Abbreviations

Write the abbreviations for the following. Remember that all abbreviations are followed by a period.

January	December	Massachusetts
February	North	post-office
March	South	New Mexico
April	East	Boulevard
August	West	New Hampshire
September	Avenue	Rural Free Delivery
October	New York	pound
November	pint	ounce

F. Periods after Initials

An initial is the first letter of a person's name. It is a capital letter and is followed by a period. On your paper write the following correctly. Abbreviate wherever you should. Names need capital letters.

1. mister b l thomas 2. miss o c riley

3. doctor l f burgess
4. mistress v l hanson
5. d everett mason
6. doctor e j murray
7. r d mooney
8. e john brady
9. v r landry
10. marie l short

REVIEW OF PERIODS AND SOME CAPITALS

Directions:

Use a period after

1. statements 2. abbreviations 3. initials

Copy the following paragraph. Put in the capitals and periods.

Mr john r baker had a new store dr o m black took his little girl to the store That was on her birthday, sept 18, 1948 then he took her to a concert there were many people at the concert who knew the doctor he invited mr and mrs l t cross to sunday dinner

Directions:

Use a period after

1. statements 2. abbreviations 3. initials

Copy the following sentences. Put in the capitals and periods. Begin each sentence on a new line.

several children were skating on mystic pond the ice was too thin mary a robinson fell in she had to go to see dr edward m bailey he told her to go to bed that was on jan 25 1947 she was in bed till abraham lincoln's birthday on february 12 she went back to school on valentine's day that was feb 14

II Question Marks after Questions

A sentence that askes something is a question. It begins with a capital letter and ends with a question mark.

Some of the sentences in the following paragraph should end with a period and some should end with a question mark.

Copy the paragraph and put the right mark at the end of each sentence.

Who was Daniel Boone He was one of the men who led the way to the west He lived at the same time as George Washington Was he a soldier in the Colonial Army No, he was a pioneer He explored the land across the mountains west of Virginia What is the difference between the pioneers and the colonists We usually think of those who lived in the colonies along the Atlantic Coast as the American Colonists Those who went farther inland and lived a long way from civilization are called pioneers

REVIEW SENTENCES USING PERIODS AND QUESTION MARKS

In the following sentences the periods and question marks have been left out. Copy the sentences and put in the right punctuation marks.

Remember

A period is used after a telling sentence.

A question mark is used at the end of a question.

1. Some people say that Benjamin Franklin was the greatest American
2. What makes a good American Do you know
3. Is it money or is it power
4. Henry Ford was another great American
5. He helped to improve American living
6. People will never agree on who is the greatest American
7. Who do you think was the greatest
8. Abraham Lincoln freed the slaves Does that make him the greatest American
9. What was George Washington called
10. Who is the President of the United States now

III Exclamation Mark after Exclamation or Command Sentence.

A. A sentence that shows surprise or excitement is an exclamation. It begins with a capital letter and ends with an exclamation mark. Find the exclamations in the following list of sentences and put an exclamation mark at the end.

1. I love to swim and to dive.
2. Every summer I practice diving.
3. I can remember the first dive I took.
4. I landed flat on my stomach.
5. How my stomach hurt.
6. I thought I would never learn to go head first.
7. One day I was watching some boys dive.
8. Crash. The diving board broke.
9. The boy cleared the board without getting hurt.
10. Our fun was spoiled for awhile.

B. Exclamation Marks

A sentence that shows surprise or excitement is an exclamation. It begins with a capital letter and ends with an exclamation

mark. In the following sentences put in the exclamation point when the sentence shows surprise or excitement, or if it is a command sentence.

1. For Christmas Mother gave me a great big doll.
2. Oh how wonderful. I wish I had one.
3. What are you going to name her
4. I haven't decided yet.
5. Give me my doll. I didn't say you could hold her.
6. Please let me take your doll.
7. I won't hurt her.
8. No, you can't. You're too rough.
9. Go home. Your mother is calling you.
10. I will put my dolly to sleep now.

Review Sentences Using Periods, Question Marks, and Exclamation Marks

Remember that

A period is used after a telling sentence.

A question mark is used at the end of a question.

An exclamation mark is used after exclamations; after sentences showing surprise: and after

sentences showing excitement or emotion.

In the following sentences the punctuation marks have been left out. Copy the sentences and put in the periods, question marks, and exclamation points.

1. There was a terrific explosion in the harbor
2. What a noise it made
3. What do you think could have happened
4. The newspapers will have the story in the morning
5. Many people were hurt in the disaster
6. Did you read about it in the papers
7. Oh, I hope he isn't hurt
8. What makes you think he was there
9. Oh, listen, there's a news flash
10. The fires are burning everything near the harbor

IV Comma

A. Comma after Closing of Letter

Here are some forms for the closing of letters that you may want to use:

Your friend,	Your pal,
Your loving niece,	Your son,

Notice that each closing begins with a

capital letter and has a comma after it. Write the following correctly:

1. with love
2. your old friend
3. your new friend
4. your grandson
5. very truly yours
6. your uncle
7. your teacher
8. sincerely yours
9. yours sincerely
10. your playmate
11. yours truly
12. your cousin
13. your sister
14. your brother

B. Comma after Closing of Letter

Write a suitable closing for a letter if you were writing to these people:

1. your mother
2. a very dear friend
3. Mrs. Dow, who has talked to the class
4. a friend
5. your teacher
6. your aunt
7. your cousin
8. Mr Wood, manager of a dairy
9. your uncle
10. your sister
11. your grandmother
12. your pen pal

C. Comma after Closings

Dictate the following closings:

1. Yours sincerely,
2. Sincerely,
3. Yours truly,
4. Sincerely yours,

5. Your classmate,
6. Your cousin,
7. Your brother,
8. Your friend,
9. Your sister,
10. Your mother,

V Comma after Greeting of Letter

A. A comma is placed after the greeting of a friendly letter. Here are some greetings for letters which you may use:

Dear Mary,
Dear Mother,
Dear Pal,
Dear Friends,
Dear Dad,
Dear Grandmother,

Notice that the important words begin with capitals.

Dictate this list of greetings.

Dear Father,
Dear Cousin,
Dear Brother,
Dear Sister,
Dear Aunt Linda,
Dear Uncle Peter,
Dear Grandma,
Dear Carolyn,
Dear Elsie,
Dear Friend,
Dear Billy,
Dear Pal,

B. Comma after Greeting of Friendly Letter

Write a suitable greeting for a letter written to:

your cousin Mary
your grandfather
your teacher
your friend
your sister
your aunt
your pal
your brother
your pen pal

C. Comma after Greeting of Friendly Letter

Here are some common greetings for letters that you may use. Notice that each greeting begins with a capital and has a comma following.

Dear Mother,	Dear Miss Jones,
Dear Grandfather,	Dear Marion,

Add to this list. Be sure to use capitals where they are needed. Write a comma after each one.

D. Comma after Greetings and Closings

The class will make their own list of greetings and closings. Put on the board, one at a time, the following suggestions and let the class supply whichever one is called for.

1. greeting	5. greeting	8. greeting
2. greeting	6. closing	9. closing
3. closing	7. greeting	10. closing
4. closing		

Test on Punctuation- Greetings and Closings

Reminders

The first word of a <u>greeting</u> and any other

important word begins with a capital letter. A greeting in a friendly letter is followed by a comma.

Begin the first word in the closing of a letter with a capital letter. The closing of a letter is followed by a comma. Dictate this list of ten greetings and closings combined.

1. Dear Joe,
2. Dear Pal,
3. Your old friend,
4. Dear Annie,
5. Your friend,
6. Dear Michael,
7. Your pen pal,
8. With love,
9. Dear Sister,
10. Your cousin,

VI Comma between the Names of City and States

A. A comma is placed between the name of a city or town and the state. Copy the following list. Put the commas where they belong. Put in the capital letters too.

1. denver colorado
2. olympia washington
3. frankfort kentucky
4. lansing michigan
5. yonkers new york
6. kingman arizona
7. helena montana
8. york maine
9. miami florida
10. reno nevada
11. salem oregon
12. boise idaho
13. butte montana
14. rutland vermont

B. Comma between the Names of City and State

Below is a list of cities. In your dictionary find the states which belong with these cities. Write the names of the cities and states.

1. Boston
2. Tallahassee
3. Houston
4. Los Angeles
5. Omaha
6. Richmond
7. Sacramento
8. Portland
9. Minneapolis
10. Chicago

C. Comma between the Name of City and State

Below is a list of capitals. See how many of the names of the states you can place beside these cities without using a book to help you. When you have done all you can, use your dictionary or geography to find the rest.

Be sure to put the comma in the right place. Write the name of both the city and the state.

1. Oklahoma City
2. Carson City
3. Montgomery
4. Hartford
5. Annapolis
6. St. Paul
7. Columbus
8. Phoenix
9. Columbia
10. Lansing
11. Atlanta
12. Pierre
13. Lincoln
14. Boston
15. Topeka

Review Exercise--Comma between City and State--Capitals

Directions: Review the rule for a comma between the name of a town or city and a state.

Copy the following paragraph. Put the capitals where they belong.

there were in the town of methuen massachusetts, many indians long ago. methuen was not the only place where the indians lived. there were many in haverhill massachusetts too. different tribes lived in the west. the Navajos still live in santa fe new mexico and around williams arizona. up in chiloquin oregon there are the Klamath indians who live on a reservation. in isleta new mexico near alburqurque new mexico there is an indian reservation too.

VII Comma between the Day of the Month and the Year

In writing dates, a comma belongs between the day of the month and the year. Write the following dates, putting in capitals and commas where they are needed.

1. december 30 1948
2. oct. 15 1932
3. may 1 1890
4. march 3 1938
5. may 15 1930
6. september 1 1945
7. november 24 1929
8. january 21 1934
9. april 15 1928
10. aug. 15 1947

Review Exercise for Commas in Parts of Letters

Dictate the following letter. First review the rules for commas in the letters. List on the board all the places where commas should go. Then erase before the letter is dictated.

87 Broadway
Eugene, Oregon

Dear Bobby,

I haven't heard from you for a month. I hope that there is nothing the matter with you.

I have been doing my Christmas shopping. You will be surprised when you receive your gift. It is a game which we like to play at our house.

Write and let me know what you get for Christmas.

Your cousin,
Jimmy

Review--Test on Commas and Periods Question Marks and Exclamation Marks

Dictate the following:

1. Albany, New York
2. Portland, Maine
3. Rutland, Vermont
4. September 12, 1915
5. October 4, 1895
6. April 1, 1935
7. Give the abbreviations for the following:

January Texas inches

February New Hampshire feet

December New Mexico gallon

8. Mr. B. R. Jones 9. Dr. M. O. Baker

10. See the fire truck!

11. Where did you go last night?

12. I want to go to the library.

13. Dear Friend, 14. Your old pal,

15. Your pen pal, 16. Dear Sister,

17. Do you want me to go with you?

18. What a dive I made that time!

19. December 23, 1939

20. October 14, 1925

VIII Comma in Conversation

A. A comma separates the speaker's words from the rest of the sentence.

Example

"The largest state in our country is Texas," said Jim.

The following is a list of exact words of speakers. Copy the list and add the words which tell who said it. Be sure to put in the comma between the speaker's words and the rest of the sentence. Also put a period at the end of each sentence.

1. "We are studying California in geography"--------.

2. "I like history best of all"----------.

3. "That game was lots of fun"----------.
4. "She won't help me" ----------.
5. "I want to go to her birthday party"----------.
6. "We have our written arithmetic now"----------.
7. "We are going to see grandmother"----------.
8. "She heard a loud noise in the pantry"----------.
9. "Come over here with me"----------.
10. "Grandfather sent you a present"----------.

Suggestions to use in place of "said"

screamed	declared	exclaimed	remarked	cried
whined	stated	replied	moaned	called
repeated	whispered	shouted	groaned	complained

B. Commas in Conversation

Copy the following sentences and put in the commas.

1. "Are you coming out to play?" asked John.
2. "I can't come now " answered Joe.
3. "I will play with Richard then" said John.
4. "Oh, wait for me" cried Joe.
5. Richard called as he ran away "No, I can't wait."
6. "I wish I had finished my work" remarked Joe. "Then I could play too."

IX Comma in a Series

Play the game "Packing Grandmother's trunk" as a preliminary for the exercises on comma in a series.

Use commas to separate words in a series. The purpose of the comma after each word in a series is to separate the words, to keep them from running together. The commas make the meaning of the list clear.

Copy the following, putting in the commas after each word in a series, including the word just before "and".

Sally's mother had given her a list of things to look for when she went Christmas shopping. On her list were books toys handkerchiefs games toys balls and stationary.

There were five children at the party Mary Bobby Brenda Jimmy and Carol.

On our trip we saw mountains lakes streams rivers forests strange animals and many other things.

X Comma after Direct Address

A. Use commas to set off the names of persons spoken to.

Read the following sentences carefully. You will see that a comma can change the meaning of a sentence.

1. Can you hear Elsie?
   Can you hear, Elsie?

2. Can you see Everett?
   Can you see, Everett?

3. Do you want to race Carol?
   Do you want to race, Carol?

4. Did you swing Mary?
   Did you swing, Mary?

5. Do you understand boys?
   Do you understand, boys?

6. Did you push Ann?
   Did you push, Ann?

7. Did you sing Mary?
   Did you sing, Mary?

8. Did you race Joseph?
   Did you race, Joseph?

9. Did you cry Ellen?
   Did you cry, Ellen?

10. Father doesn't know Billy.
    Father doesn't know, Billy.

11. Did you eat Vincent?
    Did you eat, Vincent?

12. Will you help Marilyn?
    Will you help, Marilyn?

13. Will you teach Joseph?
    Will you teach, Joseph?

14. Did you know Patsy?
    Did you know, Patsy?

B. Comma in Direct Address

Dictation lesson. Write on your papers the sentences which I read. See if you can tell whether they should have a comma by the way they are read.

1. Can you see, Eva?

2. Did you hear Billy?

3. Father doesn't know, John.

4. Do you understand, children.

5. Will you race, Mary? 6. Did you push Marie?

7. Did you know Louise? 8. Have you eaten, Earle?

9. Will you help Eleanor?

10. Mother doesn't understand, Dickie.

C. Comma in Direct Address

Dictation lesson. Write these sentences.

1. Mary, put the rubbers here.
   Mary put the rubbers here.

2. Boys and girls talk.
   Boys and girls, talk.

3. Children, cry!
   Children cry.

4. Sam, shut the door.
   Sam shut the door.

5. Boys throw balls.
   Boys, throw balls.

6. Children listen.
   Children, listen

7. Linda, put that coat on.
   Linda put that coat on.

D. Comma in Direct Address

Use commas to set off the name of the person spoken to. Copy the following, putting in the commas to set off the name of the person who is being addressed.

1. Husband where have you been?
2. Do not ask me Wife.
3. Tell me John what have you done?
4. Let's not talk about it Mary.
5. John we must talk about it today.
6. I tell you Mary I can't talk now.
7. Then John we will have to discuss it tomorrow.
8. Thank you Mary. That will be better.

E. Comma in Direct Address

The name of a person spoken to is always set off by a comma or commas. Write the following sentences, using commas when they are needed.

1. Come along Mary if you want to play with us.
2. I think Joe that I am right this time.
3. Come here Marie and show me your watch.
4. Caroline are you coming?

5. I hope Mother that I may be chosen as captain
6. Where did you get the puzzle Bruce?
7. Here Neil is the reward I promised you.
8. Did you find a book David?
9. Agnes this is my cousin Peter.
10. He wants to meet you Joe.

F. Comma in Direct Address

Write sentences that you might use if you were talking to the following people and addressed them by name.

1. Grandmother	5. your sister	8. Mother
2. your teacher	6. the doctor	9. your pal
3. your brother	7. your uncle	10. Father
4. your friend's father		

XI Commas after oh, well, yes, or no

A. When a word like "oh," Well," "yes," or "no," comes at the beginning of a sentence, it should be set off by a comma.

Write these sentences correctly, putting in commas where they should be.

1. Oh I should like to have that book!
2. Well it is in the library.

3. Oh I will get it after school today.
4. Yes you will be able to get it today because I am returning it after school.
5. Oh did you read it?
6. No I didn't find time.
7. Well you don't know the story.
8. Oh yes my mother told me the story.
9. Oh did you like it?
10. Yes I like all the books in the series.

B. Comma after Yes and No

Place a comma after the word "yes or "no ", when it is used as part of an answer to a question. In speaking, you pause after the words "yes" and "no ". In writing, a comma is used to show there is a pause.

Copy the following sentences putting in commas where they are needed:

1. Will you go to the store for me?
2. "No I can't," replied Elsie.
3. Yes I'd like to learn.
4. Yes I have seen that.
5. No I haven't done that lesson.
6. Yes I will do it later.
7. No I didn't like it as well as the one we

did before.

8. Yes I have seen that movie.

9. No I didn't like it as well as the one we just saw.

10. Yes I will go to the movies next week.

11. No I haven't seen that picture yet.

C. Comma after Yes or No

Write a sentence to answer each of the following questions. Begin each sentence with "yes" or "no". Use commas correctly.

1. Have you lived in Salem?
2. Do you own a bicycle?
3. Did you go to the library last night?
4. Have you ever been to New York?
5. Would you like to go to California?
6. Have you ever flown in an airplane?
7. Do you go to school?
8. Do you like to play games?
9. Can you make your doll's clothes?
10. Did you ever fly a kite?

Read your answers. Let your voice show where the comma is.

Test on Punctuation-Review of Commas

In parts of letters; between city or town and state; between the day of the month and the year; in conversation; in a series; after direct address; after "oh", "well", "yes", or "no".

Dictate the following letter:

32 Chase Street
Boston, Mass.
March 17, 1948

Dear Mary,

Have you made any plans for your next vacation? If you would like to come to my house to visit me, I would like to have you. Please let me know if your mother will let you come.

Your cousin,
Bobby

Dictate these sentences:

1. "Mary, what are you doing?" Mother asked.
2. "Mother, I am just trying to fix my doll's dress," said Mary.
3. On Vera's Christmas list were toys, games,

books, a doll, skates, and a new coat.

4. Oh dear, what have you done now?

5. Well, you said I could do this.

Test on Punctuation-Review of Commas

In direct address; after the exact words of a speaker; in a series; after "oh", "well", "yes", or "no".

Write the following sentences on the blackboard leaving out the commas. The children copy the sentences from the board.

Read the sentences to the class and have the pupils put in the commas wherever they hear a pause.

1. Children, listen.
2. Yes, you may come.
3. Well, I guess you know it.
4. You may buy some oranges, apples, peaches, bananas, and cherries.
5. "You may go to the store," said Mother.
6. Miss Burns, I found a pencil.
7. Grandmother, where are you going?
8. Do you understand, boys?
9. Can you see, Bobby?
10. "The smallest state is Rhode Island," said he.

XII Comma when Last Name Precedes the First Name

A. A comma is used between a person's last name and his first name when the last name is written first. Names in records and directories are arranged alphabetically, with the last name first, followed by the first name. Let us make a list of the class names for a directory. The names will have to be arranged alphabetically, with the last name first.

a.

b.

c.

B. Commas when the Last Name Precedes the First

Arrange the following names in alphabetical order, using the last name first:

1.	George Washington	7.	Patrick Henry
2.	Christopher Columbus	8.	Miles Standish
3.	Douglas MacArthur	9.	John Alden
4.	Franklin Roosevelt	10.	Henry Hudson
5.	Abraham Lincoln	11.	Richard Byrd
6.	Louisa Alcott	12.	Harry Truman

XIII Quotation Marks

A. Around the Exact Words of the Speaker

<u>A quotation is the exact words of a speaker</u>.

Begin the first word of a quotation with a capital letter. Put quotation marks at the beginning and at the end of the quotation.

Use a comma to separate the quotation from the explanatory words.(the words which tell who said it)

If the exact words of the speaker are a question, use a question mark in place of a comma.

Study the following sentences carefully, because you are going to write them from dictation.

1. "I made a new dress for my doll," remarked Betty.
2. "I wish I knew how to sew. I would make clothes for my doll," said Carol.
3. "I know how to sew," said Jane.
4. "My mother taught me how to sew too," said Lois.
5. "Mother, will you teach me to sew?" asked Carol.

Make a new paragraph each time a different speaker says something.

B. Quotation Marks in Conversation

Make a new paragraph for each speaker's words in conversation. Use a comma to separate the exact words of the speaker from the explanatory words, unless the quotation is a question.

Put quotation marks around the exact words of a speaker. Sometimes you need two sets of quotation marks to set off the exact words of a speaker.

Develop a little conversation between two pupils. Write it on the board, adding explanatory words.

Example.

"Will you come to my house?" asked John.

"Yes," said Bill.

"When will you come?" said John.

"Right now," Bill Answered.

"All right, come on," John said.

Then dictate the following:

"Did you read that story?" asked Betty.

"Yes," said Patsy.

"How did you like it?" asked Betty.

"Oh, fine." said Patsy.

"I think I will read it too," Betty said.

"You will like it, I'm sure," said Patsy.

C. Quotation Marks

The exact words that a person says are called the direct quotation. Quotation marks are placed around the exact words of the speaker. The words that tell who is speaking are called explanatory words because they explain who is speaking.

Write the following direct quotations and explanatory words correctly. Be sure to put the punctuation marks in the right place. Put capitals where they belong.

1. I had taken my dog in the school yard said Irene.
2. Why did you do that asked Miss Paige.
3. Tag likes to play with the children Irene told her.
4. Who hit the dog with the stick Miss Paige asked.
5. One of the big boys did it Irene replied.
6. Was he hurt very much Miss Paige wanted to know.

7. No replied Irene but he was very much frightened.
8. What did he do when the boy hit him asked Miss Paige.
9. Oh said Irene he yelped and ran home.
10. Well said Miss Paige you should leave your dog at home.

D. Conversation

Can you write the following conversation correctly? Don't forget to put quotation marks around the exact words of the speaker.

Put the comma between the exact words of the speaker and the explanatory words, unless it is a question.

Pearl Buck wrote stories about China said Bob. Many of her books are in the library David added. Have you read any of her books Miss Brown wanted to know. No I haven't said David but I certainly will. Did you know that one of her books was made into a movie Miss Brown asked. Oh was it David asked. I would love to see it.

E. Conversation-Writing Conversation

Write the following conversation correctly.

Don't forget to use a new paragraph each time the speaker changes.

Tomorrow is my birthday said Sue. I am going to have a party. Oh said Ann may I come to your party? Sue laughed and said you should have waited a second I was just going to invite you. I'm sorry Ann said I forgot my manners. Now I'll have to shop for a nice present for you. Again Sue laughed and said you can't keep a secret can you Ann?

F. Quotation Marks in Conversation

Sometimes the explanatory words come between the exact words of the speaker. When this happens, two sets of quotation marks are necessary. Put a set around each part of the speaker's exact words.

Example

"May we invite Miss Rooney's class to be our guests," said Alice, "when we go to the movies?"

Notice that it takes two sets of quotation marks to enclose the exact words of the speaker. The last part of the direct quotation.

"when we go to the movies?" is not the beginning of a new sentence. It is the last part of the sentence. It does not begin with a capital letter.

Copy the following conversation correctly. Remember commas, quotation marks, and question marks.

When does the Christmas vacation begin asked John. In December replied Miss Brown on the twentieth. How many days do we have John wanted to know. Let me see Miss Brown said I will look it up. I hope it is a real long one this year, John. Well said John if the vacation is long enough we might go to my grandmother's house by plane.

XIV Quotation Marks around Titles of Single Stories, Poems, and Songs

A. Use quotation marks around the titles of short stories, plays, poems, songs, and booklets. Underline the title of books. Use capital letters.

These are titles. Write them correctly.

1. flowers (song)
2. flag day (poem)

3. peter and nancy in the united states and alaska (book)
4. the roving cowboy (song)
5. by the banks of the boyne (song)
6. widening trails (book)
7. cinderella and the glass slipper (short story)
8. grand canyon (booklet)
9. jack and the beanstalk (short story)
10. the duel (poem)
11. the toll of the hill (song)
12. rain and sunshine (book)
13. puss in boots (story)
14. you seemed like a flower (song)
15. yosemite national park (booklet)

B. Names of Stories, Books, Poems, and Songs

In the following paragraph there are names of stories from your reading books, the names of some books, and the names of songs and poems which you know.

Copy the paragraph correctly. Put in the quotation marks. They belong around the names of poems, songs, and single stories. Underline the titles of books. Be sure to use

capitals for all important words.

Today you will read mountain mining camps on page 162 of north america by plane and train. On page 264 of widening trails there is a poem which you may read in your spare time. It is called what the winds bring. You will learn a song about the West, called the roving cowboy. It is in your music book, blending voices. There is a very interesting story about Benjamin Franklin in widening trails, called the print shop.

C. Writing Titles Correctly

Copy the sentences below, writing the titles correctly. Be sure to put capitals on all important words.

Put quotation marks around the names of poems, songs, and single stories. Underline the names of books.

1. The poem adventure is in the book this singing world.
2. The title of his talk was today and tomorrow.
3. The song the elf is in blending voices.
4. san francisco of today is a story in

widening trails.

5. study arithmetic is the name of a fifth grade book.

6. In the book, peter and nancy in the united states and alaska there are many good travel stories.

7. the story I liked best in widening trails is one of seventeen.

8. paul and the chickens is a funny song.

9. yellowstone national park is a very interesting booklet.

10. Do you remember the story three peas in a pod?

XV Apostrophe in Contractions

A. Study the following words and their meanings.

whose--- belonging to whom

who's--- who is

Whose book is this? Who's going to play?

its--- belonging to it

it's--- it is

The chair fell over in its side.

It's going to snow tomorrow.

their--- belonging to them

they're-- they are

The scouts took their lunches.

They're doing that work for nothing.

your--- belonging to you

you're-- you are

Is this your hat?

You're coming with me?

Copy these sentences choosing the right word in the parenthesis.

1. (It's, Its) too late to call her over.
2. (Their, They're) automobile was stolen.
3. (Who's,Whose) going to do that?
4. (Their, They're) planning a party.
5. Are (your, you're) papers all finished?
6. Give the dog (its, it's) bone.
7. (Their, They're) running away.
8. (Who's, Whose) house was burned?
9. That was (your, you're) big sister.
10. I wonder (who's, whose) going with us.

B. Apostrophe in Contractions

Write a sentence for each of the words which follow. Remember to use the apostrophe in contractions.

1. its 2. it's 3. your 4. you're

5. their 6. they're 7. whose 8. who's

C. Apostrophe in Contractions

Choose the correct word for each sentence below. Write the words.

1. The club members had (their, they're) cards.
2. (Who's, whose) going to the store?
3. (Its, It's) beginning to rain.
4. (Your, You're) on the committee.
5. (They're, Their) program is ready.
6. We know (whose, who's) elected.
7. The robin fed (its, it's) young.
8. (Your, You're) too late.
9. We met the author (who's, whose) book we had read.
10. (Its, It's) a wonderful day today.
11. Call and see whether (their, they're) coming today?
12. Aren't these (your, you're) gloves?

D. Apostrophe in Contractions

Write a sentence for each of the words below. Think what each contraction stands for.

1. there 2. they're 3. their 4. you're

5. your 6. their 7. it's 8. its

9. whose 10. who's

E. Apostrophe in Contractions

Study the following words and see the great difference an apostrophe makes. Be ready to write all the contractions from dictation.

1. we're------ we are ---------- were
2. it's ------ it is ---------- its.
3. we'll ----- we will --------- well
4. she'd ----- she would ------ shed
5. won't ---- will not ------ wont
6. I'll ----- I will ------- ill

F. Apostrophe in Contractions

Study the following lists. One is a list of contractions. The second list gives the meaning of the contraction.

Dictate the meanings and have the class write the contraction.

Dictate the contractions and have the class write the meanings. (another lesson)

Contractions	Meanings	Contractions	Meanings
isn't	is not	I'd	I would
aren't	are not	I'm	I am
wasn't	was not	I've	I have
weren't	were not	I'll	I will
hasn't	has not	we'll	we will
hadn't	had not	we're	we are
haven't	have not	we've	we have
couldn't	could not	we'd	we would
wouldn't	would not	he's	he is
shouldn't	should not	he'd	he would
mustn't	must not	she's	she is
must've	must have	she'd	she would
can't	can not	she'll	she will
didn't	did not	they've	they have
doesn't	does not	they'll	they will
don't	do not	they'd	they would
won't	will not	you've	you have
shan't	shall not	you'll	you will
it's	it is	you're	you are

G. Apostrophe in Contractions

Choose the right word to make each of these sentences correct. Be sure the

apostrophe is placed right.

1. Why---- (aren't, isn't) the soap in the dish?
2. One of these books ---- (don't, doesn't) have any pictures.
3. The children in this class--- (don't, doesn't) want to play.
4. ---- (Haven't, Hasn't) there been enough rain today?
5. There --- (wasn't, weren't) many apples.
6. There --- (wasn't, weren't) a single book there.
7. This loaf of bread--- (wasn't, weren't) cooked well.
8. Girls --- (don't, doesn't) like to be untidy.
9. He said he ---- (doesn't, don't) like to play ball.
10. One of the girls --- (isn't, aren't) playing now.

H. Contractions

Choose the proper words or contractions to make the following sentences correct.

Put the apostrophe in the right place.

1. ---- (It's, Its) a warm day --- (isn't, aren't) it?
2. I --- (would've, would of) put your books away.
3. If --- (you're, your) coming, hurry up.
4. You --- (must've, must of) known I would do it.
5. --- (There's, There are) many trains on Saturday.
6. I --- (won't, wont) tell her what you said.
7. --- (Shell, She'll) give that to me soon.
8. --- (You've, Youve) given me the wrong ticket.
9. --- (It's, Its) about time to go to bed.
10. --- (They're, Their) going to Grandma's for Christmas.

I Contractions

Change the underlined words to contractions. Be careful to put the apostrophe in the proper place.

1. <u>We have</u> learned a new game.
2. <u>There is</u> a new girl in our room.

3. She is going to sit near me.
4. It is the last seat left in the room.
5. You must have taken the wrong book.
6. Do you not like to do arithmetic?
7. The man does not want to drive to town.
8. We are sorry you can not come with us.
9. You are sure that you are not going to come.
10. Will you not play with the new girl?

J Contractions

Copy the sentences below. Use contractions in place of the words in parentheses.

1. (It is) --- almost dinner time.
2. (Who is) --- making all that noise?
3. (There is) --- something in this bag.
4. He said," ---(I am) going to have a party."
5. The teacher said, "--- (They have) no right to come here."
6. It was so dark we --- (could not) see him.
7. --- (You will) never find anything there.
8. --- (Do not) the boys want to go?
9. --- (Were not) you at school yesterday?
10. --- (Who is) coming out to play?

XVI Apostrophe in Possession

Sometimes the apostrophe is used to show possession. By adding an apostrophe and an "s" we show possession.

Example

girl	girl's coat	The girl owns the coat.
boy	boy's hat	The boy owns the hat.

Copy the following groups of words. Put in the apostrophe to show possession. Make them own something.

mans coat	Bettys party	womans dress
dogs house	friends book	puppys kennel
babys bed	mothers apron	daddys pipe
sisters pen	brothers knife	dollys clothes
ladys purse	mans shoes	childs toys
maids work	gardeners shovel	firemans hose

B. Apostrophe to show Possession

Have the class write the names of five different animals. (singular nouns) Examples may be put on the board first. Add a word after the name of each animal to show possession. Then show the need for the apostrophe "s", to show ownership.

Example

bear

bear paws

bear's paws

C. Apostrophe to show Possession

Write the following expressions, using the possessive form. Don't forget the apostrophe.

Example

the playhouse of the girls

Change to

the girl's playhouse

1. the report of the school nurse
2. the work of the boy
3. the gift of the grandmother
4. the house of the doctor
5. the school of the Indians
6. the songs of the robin
7. the songs of the birds
8. the meeting of the teachers
9. the home of my cousin
10. the nest of the eagle

When the word already ends with an "s" just add an apostrophe.

D. Apostrophe in Possession

In the following sentences find the words which show possession. Copy the sentences putting in the apostrophe to show possession.

1. Dorothys big sister can sew.
2. Alices mother makes nice pies.
3. Billys father took him to the store.
4. Anns sister has a new pair of skates.
5. Bobbys brother can run faster than he can.
6. Marys father bought her a present.
7. Billy stepped on the dogs tail.
8. Mother stepped in the cats saucer of milk.
9. The robins nest is in the apple tree.
10. The cats fur stands up straight when she is cross.

E. Apostrophe in Possession

Names of people or things show possession when an apostrophe and "s" are added to the word. Make the following words show possession.

Indian	principal	Albert	Mother	clerk
Sister	teacher	children	lady	man
Grandma	baby	brother	grocer	girl

F. Apostrophe in Possession

Copy the following paragraph, using the possessives for the underlined words.

Sue mother was making candy for Sister party. Mary birthday was the next day. Sue wanted to open Mary presents but Mother wouldn't let her. The next day all of the children presents were handed to Mary. She opened her sister gift last of all. Mary present was the very best. It was the story of "Alice Adventures in Wonderland."

G. Apostrophe in Possession

Words which mean more than one are called plural. Plural words that end in "s" are made to show possession by adding just an apostrophe at the end of the word.

Example

pupil's books

boys' shoes

girls' dresses

The first word in each of the following phrases is a plural word. Copy these words and make them show possession.

1. teachers meetings 2. mothers children

3. fathers helpers
4. storekeepers unions
5. principals meetings
6. elephants trunks
7. boys mocassins
8. sisters clothing
9. leopards spots
10. dogs paws
11. cats ears
12. brothers games
13. girls dresses
14. childrens lessons

H. Apostrophe in Possession

Rewrite the following sentences. Change to the possessive form. Don't forget the apostrophe.

1. The home of the children was burning.
2. The toys of the girls were put away.
3. All the toys of the children were broken.
4. We found the tracks of the dog.
5. It was not hard to move the books of the children.
6. The bell of the dog was a Christmas present.
7. The arrows of the Indian were very sharp.
8. The guns of the pioneers were more deadly than the bows and arrows of the Indians.
9. The coats of the girls were hung up neatly.
10. The jackets of the boys were not hung up.

I. Apostrophe in Possession Words ending in "y" and "ies"

Singular means one. Plural means more than one. Make the following words show possession.

Singular words	Plural words
fairy	fairies
city	cities
country	countries
baby	babies
lady	ladies
county	counties
sentry	sentries
century	centuries

J. Apostrophe in Possession

The possessive form or apostrophe "s" is a short form. It is easier to say.

Change the following groups of words to the short form or possessive form. Use the apostrophe correctly.

Example: the hat that belongs to the little girl

the little girl's hat

1. the dress that belongs to Sister
2. the grin that baby has
3. the laugh that belongs to Father
4. the tail that the mouse has
5. the bat that Brother owns
6. the coat that Grandfather has
7. the dog that belongs to the neighbor
8. the calf that belongs to the farmer

K. Apostrophe in Possession

Rewrite the following sentences, using the possessive form instead of the long form. Change the underlined words.

Example: The girl ran to the house of her friend.
The girl ran to her friend's house.

1. The book that belongs to the boy was lost.
2. The dog stole the food that belongs to the kitty.
3. The hat that belongs to the little girl blew away.
4. I like the jewelry that belongs to my mother.
5. I want the gloves that belong to my sister.
6. Would you like to drive the new car that my father owns?
7. I bought that pretty handkerchief that belongs to Mother.
8. The cat bit the tail of the dog.
9. Did you find the pen that belongs to the teacher?
10. The kite that belongs to Marilyn was red.

REVIEW EXERCISES--PUNCTUATION

1. Periods

Write the abbreviations for the names, titles, months, days, locations, and directions used in the following sentences. Do not forget the period after each abbreviation. Abbreviate underlined words.

a. Doctor James Francis Barton came to the Parent Teacher Association meeting on Thursday, November 3, 1948.

b. Mistress Bertha May Johnson lives on West Central Street.

c. Mister John Joseph Marley lives on East Brook Avenue.

d. Professor Charles Richard Jones visited our school Monday.

e. General Michael John Peterson used to live near me at 451 Brown Court.

2. Abbreviations

Write the abbreviations for these words. Do not forget the capitals and the periods.

a. November	e. Road	i. Reverend	m. Street
b. Reverend	f. yard	j. Mistress	n. Road
c. Post Office	g. North	k. General	o. Doctor
d. gallon	h. South	l. Mister	p. year

REVIEW PUNCTUATION

3. Periods, Capitals, Commas, and Apostrophes

The following paragraph is written without capitals and punctuation marks. Copy the paragraph correctly. Put in the capitals and punctuation marks where they belong.

Mrs mary d morse of auburn maine wanted to take a trip to new york ever since she could remember now at last she could go one of her christmas presents was a ticket to new york she planned on being there for the new years holiday she will leave on friday and return on thursday she expects to see times square and to visit the stork club she will spend an afternoon at radio city where she expects to see and hear many radio broadcasts while in the city she will go to see the eye specialist dr m b mahoney

4. Periods and Question Marks

Copy the following sentences. Put a period or a question mark at the end of each.

a. Three little children ran out to play
b. A visitor came to my house last Sunday

c. Who do you think it was

d. It was my grandmother

e. Did you bring something for me, Grandmother

f. May I have it right away

g. I want to see it before I go to bed

h. Oh Grandma, where did you get this lovely toy

i. It is just what I have wanted for a long time

j. It was in the window of a store near my house

5. Periods, Question Marks, and Exclamation Marks

Put the right mark at the end of these sentences.

a. Stop that man

b. Show me a good book to read tonight

c. Haven't you read that book yet

d. You started it a long time ago

e. Wait till you read the end

f. When you finish the book will you come to my house

g. What a surprise you will get

h. I can't go out to play today

i. Mother said I could have someone play in the house with me

j. Will you play in my house with me

6. Punctuation at the end of sentences and capitals

Copy the following paragraph. Put in the capitals and punctuation marks where they belong.

there were several boys out in the park they were sliding down a slope near a river it was a dangerous place to play they might slide into the river soon one sled skidded off the icy path right into the river it went the boy slid off the sled before it went into the water now how can we get the sled out of the river they asked

7. Punctuation at the end of sentences, commas and capitals

Dictate the following sentences:

a. The fifth grade had a party.
b. The children made their own favors.
c. Some girls made candy for the party.
d. A few boys popped corn.
e. There were games and songs.
f. Who do you think won first prize?
g. Do you think it was Mary?
h. You may guess once more before I tell you.
i. Good for you, Marjorie! You guessed it.
j. What do you suppose the surprise was?
k. Why, yes! How did you guess so soon?

8. Comma and other punctuation in a letter

This letter is written without any punctuation marks. Copy it and put in the marks that are needed.

513 Marsh Street
Portland Maine
December 3 1949

Dear Kate

What do you think Ive been doing I got a new pair of skates for Christmas Im learning to skate on our little pond I can stand up without falling down now

Would you like to visit me My mother told me that I could invite you for the week end Ask your mother I do hope she will say yes Bring your skates and we can have fun on the pond next Saturday

Mother said to wish your mother a Happy New Year

Your cousin
Jack

9. Punctuation in a business letter

Copy the following letter. Put in the punctuation marks.

4173 Riverside Drive
Pasadena California
September 30 1948

Sunnyside Florist Shop
354 Mission Drive
Los Angeles 8 California

Please send me a dozen plants for Easter Sunday. We will use them on the altar at the church.

Sincerely
Mary French

10. Punctuation in a letter

Copy and arrange the parts of the following letter. Use commas wherever they are needed.

Rural Route No 1 Pocatello Idaho January 8 1949 Dear Frank We are having a blizzard.I can hear the wind and the snow blowing against the house. The snow has been drifting as it

falls. I hope the plows will be able to get through. I don't want to be snowbound. Your cousin Bobby

11. Commas

Copy the following sentences. putting in all the commas that are needed.

a. Would you like to go to the library with me Joe?

b. Joe said "I can't find my hat."

c. Well at last we're ready!

d. At the party there were five boys Bobby Henry Bill Teddy and Johnny.

e. His grandmother lives in Salt Lake City Utah.

f. Mary you come here!

g. He was born on October 14 1934.

h. When she looked up her father's name in the directory, she found it listed this way Painter John M.

i. Aren't you coming to our house Grandmother?

j. Jack have you fed the rabbits?

12. Quotation marks, commas, end punctuation

Copy the following conversation. Be sure to put in all the punctuation marks.

I have taken my book back to the library Mary said.

Why did you return it asked Mother You haven't read it and it is not due

Josephine wanted me to walk up with her so I took my book along Mary replied

When you find a good book you should read it Mary said Mother

Was that a real good book Mother Mary asked

Yes said Mother I read that to you a long while ago I thought you might like to read it yourself

The next time I go to the library I will get it again Mary promised.

13. Conversation

Write the following paragraph the way conversation should be written. Put in all the marks of punctuation.

What a lovely baby said Marie. Do you take care of her every day I just started today said Shirley Her name is Patsy added Shirley Oh said Marie what a pretty baby she is I wish I could take care of a cute baby like that

14. Quotation marks in conversation and around titles.

Write the following correctly. Be sure to use quotation marks around the exact words of the speaker; and around the names of single stories, poems, and songs.

What story are you reading Ann? asked Helen.

It's the story of Cinderella and the Glass Slipper, said Ann.

I read that last year, said Helen.

Did you read the poem, The Night Before Christmas? asked Ann.

Yes, I read that every year, Helen answered.

We learned a new Christmas carol this year, Ann said. It was Silent Night.

15. Punctuation and form for conversation

Write the following conversation. Make a new paragraph each time the speaker changes. Use quotation marks, quotation marks, and commas wherever they are needed.

Are you sure you can do that work asked John. I haven't been doing this kind of work for the past month without knowing how to do it Bill answered. Then John inquired how do you happen

to be doing this kind of work Who showed you how
Well answered Bill I watched an old man doing it
He showed me how when he saw that I was interested.

16. The apostrophe in contractions and possessives

Copy the following sentences. Put in the apostrophe for each contraction and possessive word.

a. Werent you afraid to do that?
b. Its time to go to school.
c. Theyve no reason to say weve got to do it.
d. She took some glass out of the cats paw.
e. Elsie said, "Im going to my grandmothers house."
f. Youll be late for school.
g. Its almost time for the bell.
h. Dont you say that. It isnt true.
i. She hasnt gone home yet.
j. Were going to play over there.

CHAPTER VI

TABLE OF CONTENTS

TABLE OF CONTENTS

(Continued)

CHAPTER VI

VERB USAGE AND VERB FORMS

VERB USAGE

1. Is -- are

Use <u>is</u> when you are talking about one thing. Use are when you are talking about more than one person or thing.

Use <u>are</u> with you.

Copy the following sentences. Fill the blank with either <u>is</u> or <u>are</u>.

a. There ____ fourteen schools in our town.

b. In our school there ____ five teachers.

c. There ____ more children in the first grade.

d. In the fifth grade there ____ fifteen boys and fifteen girls.

e. Several children ____ in the school yard.

f. The boy's line ____ the best.

g. The doors on the girl's side ____ the hardest to hold open.

h. What do you think the nurses ____ going to do this afternoon?

i. The men ____ fixing the pipes in the cellar.

j. Recess periods ____ the best part of the day.

2. Was -- were.

Use <u>was</u> when you are talking about one person or thing. Use <u>were</u> when you are talking about more than one person or thing. Always use <u>were</u> with you.

Copy the following sentences. Fill in the blanks with <u>was</u> or <u>were</u>.

a. We went to see where the animals ____.

b. We found the lions ____ in the big cage.

c. The little monkeys ____ playing tag.

d. Mother and Father Monkey ____ watching.

e. The keeper ____ ready to feed the animals.

f. All the children ____ watching the monkeys.

g. Three boys ____ leaving to go to the tiger's cage.

h. Soon we ____ over to the tiger's cage.

i. Our lunch ____ over under the shade tree.

j. When we found our lunch, two deer ____ trying to reach it through the fence.

3. Did -- done

The word did stands alone. It does not need a helper. The word done always needs a helper. Sometimes it has more than one helper, as have done, could have done, has been done, or had done, is done were done.

Copy the following sentences. Fill in the blanks with either did or done.

a. What have you ____ now?

b. I have only ____ what you told me to do.

c. You have ____ the wrong thing.

d. I will show you how it is ____.

e. Come inside and see what Mother ____.

f. Oh, what has she ____ with it?

g. I could have ____ it myself.

h. She has ____ the dishes for me.

i. They were ____ in the new dish pan.

j. I would have ____ them later.

4. Ran -- run

The ran stands alone. The word run needs a helper. Sometimes it has more than one helper as; has run, have run, had run, could have run, might have run, must have run, etc.

Copy the following sentences. Fill in the blanks with the word ran or run.

a. The boys and girls could have ____ a race.

b. Did you see how fast that horse ____?

c. He could ____ as fast as the wind.

d. We must have ____ races every day.

e. You should have ____ a little faster.

f. The children ____ a race to the store.

g. The clock has ____ down.

h. Mary and Billy ____ to the store every day.

i. Can you hear the water ____ down the pipe?

j. Several men ____ for the bus.

5. Wore -- worn

The word wore stands alone. The word worn needs a helper. It can use any of these helpers: has worn, have worn, had worn, could have worn, might have worn, should have worn, must have worn, was worn.

Copy the following sentences. Fill in the blanks with either wore or worn.

a. The old coat was ____ out.

b. You could have ____ that to the dance.

c. The baby must have ____ her mittens.

d. He had ____ that same suit for five years.

e. He should have ____ his rubbers, because the ground is wet.

f. The boys ____ their ski boots to school.

g. The girls may have ____ their hair in pigtails.

h. She ____ a brace on her front teeth.

i. Mother has ____ that hat for a long while.

j. The boys and girls have ____ out their erasers.

6. Saw -- seen

The word saw stands alone. The word seen needs a helper. These are some of the helpers: has seen, had seen, might have seen, must have seen, may have seen.

On your paper write only the word which belongs in the blank. Use saw or seen.

a. What do you suppose he has ____?

b. I thought I ____ you at the movies.

c. Would you have ____ that picture if you hadn't found that money?

d. Have you ever ____ such a pretty flower?

e. You must have ____ the baby when you visited your aunt.

f. They had ____ every movie in the city.

g. The teacher may have ____ that same book at the library.

h. You should have ____ what we did after school last night.

i. What do you think he ____ in the store yesterday?

j. Several children ____ the man fall down the steps.

7. Doesn't -- don't

Doesn't means does not. Use doesn't with he, she or it. Use doesn't when you are talking about one person or thing. Use don't when you are talking about more than one person or thing. Use don't with you, they, or I. Don't means do not.

Copy the following sentences. Fill the blanks with either doesn't or don't.

a. She ____ know what to do with that paper.

b. The men ____ want to work that late.

c. The boys ____ know how to build their clubhouse.

d. His father ____ want him to go to the lake to swim.

e. Her grandmother and grandfather ____ to travel in the winter.

f. Grandfather said that he ____ like to leave the farm.

g. Grandmother is glad that Grandfather ____ want to leave her.

h. When he comes in the house he ____ want to take his rubbers off.

i. The children ____ have to stay outside in the cold.

j. Marilyn and Bobby ____ know how to do that work.

8. Took -- taken

Remember, took stands alone. Taken needs a helper. These are some of the helpers: has, have, had, might have, must have, should have, may have, could have, would have, should be, were.

On your paper write only the word which belongs in the blank. Use either took or taken.

a. She might have ____ the books to the library yesterday.

b. Someone ____ the books from the table.

c. Where do you think they have ____ the books?

d. The apples were ____ out of the fruit basket.

e. Have you ____ your toys down cellar?

f. You must have ____ your books down cellar too.

g. The children ____ their best books to the school library.

h. The new boy would have ____ that book home if you had told him he could.

i. Mary has ____ her dolls out for a walk.

j. Some boy had ____ the shovel outside.

9. Can -- may

Can means "to be able." May gives permission. Always use may whether asking or giving permission: for example, May I have some candy? Yes, you may have two pieces. Do not use can when you mean be permitted to. Can means be able to.

Letter your papers from a-j . Read each sentence carefully. Write only the missing words. Each blank should have either may or can.

a. The librarian will show you where you ____ find the book you want.

b. You ____ go to the library after school today.

c. She ____ do that trick all by herself now.

d. You ____ do the dishes tonight.

e. Do you think you ____ do that example now?

f. "Mother, ____ I help you clean the mirrors today?" asked Joan.

g. "Yes, Joan, you ____ help me after lunch." said Mother.

h. "I ____ shine them up real nice," said Joan, "just wait and see."

i. "If you do them real well," Mother said, "you ____ have an apple."

j. "Thank you, Mother. I know I ____ do them real well," said Joan.

10. Ate -- eaten

Remember ate stands alone. Eaten needs a helper. Some of the helpers are: has, have, had, might have, could have, would have, should have, must have, may have, would have been.

Write the missing words on your paper. Each blank should have either ate or eaten.

a. The monkeys had ____ their dinner.

b. The lions ____ their dinner at twelve o'clock.

c. The gorilla must have ____ a long time ago.

d. The bears have not ____ their dinner yet.

e. Do you know what they might have ____ for their supper?

f. The lions are so big and ferocious that they could have ____ the little animals.

g. What has the rhinoceros ____ today?

h. We watched the giraffe, as he ____ to see the food go down his long neck.

i. The seals should have ____ their dinner a long time ago.

j. What do you think the tigers have ____ today?

11. Teach -- learn

Someone else teaches you. You learn for yourself.

Copy the following sentences. Fill the blanks with either teach or learn or teaches.

a. When do you think you will ____ how to do that work?

b. Wait till the supervisor ____ you the right way.

c. Mr. Pearson will ____ you a new way to do that work.

d. You ____ a lot when Miss Bowers ____ a lesson.

e. I cannot ____ that lesson to the first grade.

f. Where did you ____ to do that?

g. She wanted to ____ her little brother what she ____ in school today.

h. Someday she will ____ you how to make candy.

i. Did you ____ your little brother how to swim.

j. Her mother will ____ her the right way to do that.

12. Gave -- given

Remember gave stands alone. Given needs a helper.

Letter your paper from a to j. Write the missing word for each of the following sentences, using either gave or given.

a. Have you ____ your doll away?

b. She ____ generously to the poor people.

c. What do you think she ____ me for my birthday?

d. They should have ____ that money to the little boy who lost it.

e. I would have ____ that book to you if I knew you wanted to read it today.

f. You could have ____ that dress which was too small to the poor little girl down the street.

g. The teacher may have ____ that toy away by now.

h. She has ____ a party to the little children every summer.

i. There were many prizes ____ away at the theater.

j. Billy ____ that pencil to me.

13. Came -- come

Came stands alone. Come needs a helper. The following are helpers: has, would have, had, might have, may have, should have, would have, will, did.

Write the words which are missing in the following sentences. Use either came or come.

a. When did she ____ to your house?

b. She ____ at two o'clock and stayed till seven.

c. My aunt has ____ to my house every Christmas.

d. They will ____ to the dinner party tomorrow night.

e. They ____ to see the parade.

f. The visitors may have ____ when you were out shopping.

g. The new neighbors would probably ____ to the party if we invited them.

h. You should have ____ with us. We had such fun.

i. When did your grandmother ____ to your house?

j. The children ____ running up the street.

14. Went -- gone

Remember <u>went</u> stands alone. <u>Gone</u> needs a helper. <u>Do not</u> use a helper with went.

Copy the following sentences. Fill in the blanks with either <u>went</u> or <u>gone</u>.

a. They have ____ to the store to buy some food.

b. You could have ____ with your father to the garage.

c. She would have ____ if I hadn't called her back.

d. One day the children all ____ to see the movie.

e. When I couldn't see the boys, I thought that they must have all ____.

f. The men were ____ a long time searching for the lost child.

g. She may have ____ with her mother to do the shopping.

h. The boys ____ over the fence one at a time.

i. By the time I arrived most of the people had ____.

j. The boys will have ____ by now.

15. Sang -- sung.

Sang stands alone. Sung needs a helper.

Choose the right word to fill the blanks in the following sentences. Write them on your paper. Use sang or sung.

a. The children ____ many songs at the party.

b. You could have ____ that song with the other children.

c. Many songs were ____ and many games were played.

d. He has ____ in the choir since he was ten years old.

e. They would have ____ a birthday song if you wanted one.

f. We may have ____ that song early in the year.

g. We should have ____ our songs for the supervisor.

h. Yesterday the first grade girls ____ a pretty song.

i. Those songs would have been ____ for Mr. Pearson if we had school Monday.

j. The carolers ____ at our house on Christmas eve.

16. Rang -- rung

Rang stands alone. Rung needs a helper. These are some of the helpers: has, had, have, would have, should be, would have, could have, should have, may have, might have, would have been, could have been, should have been, might have been, must have been.

Copy the following sentences. Select the right word to fill in the blanks. Use rang or rung.

a. The bell ____ at recess time, for outdoor recess.

b. The chimes ____ out on Christmas day.

c. You should hurry, the bell might have ____.

d. The telephone has ____ several times.

e. Their footsteps ____ out in the still of the night.

f. The fire bell could have been ____ today.

g. The alarm clock ____ and ____ but it didn't waken my father.

h. The door bell ____ many times before I answered it.

i. It is ten o'clock. The recess bell should be ____.

j. They had ____ every door bell on the street.

17. Bring -- take

Bring shows action toward the speaker. Take shows action away from the speaker.

Example. "Please bring me your notebook," said the teacher.

"Will you take these papers to the third grade?" asked Miss Jones.

Number your paper from a to j. In the following sentences the blanks should be filled with either bring or take. Write the correct word beside the right letter.

a. "____ me the papers when you finish them." said the teacher.

b. I will let you ____ the papers home tonight.

c. Where did you ____ that mitten that you found?

d. If you will ____ that notebook to me, I will correct it and let you ____ it home tonight.

e. ____ my coat to the dressing room, please.

f. She didn't want to ____ her papers to me; she wanted to ____ them home to her mother.

g. The children wanted to ____ their sleds out as soon as it began to snow.

h. ____ those papers to the principal and then ____ them back to me.

i. Did you ____ me this beautiful bouquet, Mary?

j. Please ____ this basket of fruit over to Mrs. Brown.

18. Wrote -- written

Wrote stands alone. Written needs a helper. The following is a list of helpers: has, have, had, should be, would have, could have, should have, may have, might have, must have, were.

The words wrote or written belong in the blanks in the following sentences. Number your papers from a to j. Write only the words which belong in the blanks beside the letters. Use wrote or written.

a. The letters were ____ early in the morning.

b. Some very nice stories have been ____ about animals.

c. You should have ____ that spelling paper yesterday.

d. She would have ____ sooner, but she didn't know your address.

e. The author may have ____ that story while he was in California.

f. Your letters should be ____ in ink.

g. You could have ____ to your cousin before this.

h. Just think! She might have ____ that story about you.

i. She must have ____ about a hundred cards last night.

j. One day they ____ to Washington, and the next day they ____ to New York.

19. Sit -- set

The verb sit means "to rest" or "to stay." The verb set means "to place or put something in a position."

Copy the following sentences filling in the blanks with either sit or set.

a. She wanted to ____ at the table with her friends.

b. She wanted to ____ the table for her party.

c. Do you want to ____ here beside me?

d. Oh, where did I ____ that book I was reading?

e. She ____ the alarm to ring at seven in the morning.

f. Please ____ that carefully on the shelf.

g. Many people will ____ on that famous chair.

h. The boy ____ his toys on the table very carefully.

i. She did not ____ that carefully on the shelf as she was told.

j. Will you please come and ____ beside me?

20. Broke -- broken

Broke stands alone. Broken needs a helper. The following is a list of helpers which are used with broken: is, has, have, had, should be, would have, could have, should have, may have, might have, must have.

In the following sentences, broke or broken has been lift out. Letter your papers from a to j. Write the correct word beside each letter on your paper.

a. The dish fell out of my hand and ____ into many pieces.

b. That chair is ____.

c. You may have ____ that chair when you knocked it over.

d. That glass must have ____ in the hot water.

e. It might have ____ when it fell on the floor.

f. That has ____ now?

g. The children have ____ almost every dish in the house.

h. She had ____ all her pencils before the day was over.

i. You should have ____ the news to me yesterday.

j. The clock ____ when it fell on the floor.

21. Let -- leave

Let means "to allow." Leave usually means "to go away" or "to go away from."

Copy the following sentences, filling in the blanks with let or leave.

a. Please ____ me help you with that game.

b. I always ____ my house at eight o'clock in the morning.

c. Will you ____ me come to your party?

d. ____ Mary look at your book now?

e. They will not ____ me join their club until I am nine years old.

f. Where did you ____ your pencil yesterday?

g. They were not going to ____ the new little girl play with them.

h. Will you ____ that on my desk tonight?

i. Did you ____ her take your book from the library?

j. The girls would not ____ the boys see their dolls.

22. Blew -- blown

Blew stands alone. Blown needs a helper. These are some helpers: has, have, had, should be, would have, could have, should have, may have, might have, must have.

The words blew and blown have been left out of the following sentences. Copy the sentences filling in the blanks with the right word.

a. The wind ____ and ____ all night.

b. By morning it had ____ the snow into great piles.

c. The little girl ____ bubbles in her new bubble pipe.

d. She had ____ bubbles all morning.

e. The wind may have ____ the clothes off the line.

f. Your balloon could have been ____ bigger than that.

g. The wind must have ____ right through that thin coat.

h. The whistle has ____ at eight o'clock every morning for many years.

i. That much pressure could have ____ the tire to bits.

j. I am sure the wind could not have ____ that barrel over.

23. Knew -- known

Knew stands alone. Known needs a helper. Here is a list of helpers: has, have, had, should be, would have, could have, should have, may have, might have, must have.

Copy the following sentences. Put in the word which is missing. Use either knew or known.

a. You must have ____ him when you were in the first grade.

b. She ____ just how to do that work.

c. The first graders have ____ how to do that kind of work since November.

d. You should have ____ what to do when the man came to see your father.

e. You might have ____ his uncle.

f. She has ____ Marjorie since they were in the first grade together.

g. I have never ____ how to do that trick.

h. Will you tell me how that magician could have ____ my name?

i. The dog must have ____ his way back to the kennels.

j. That story should be ____ by six o'clock tonight.

24. Threw -- thrown

Threw stands alone. Thrown needs a helper. Here are some helpers: has, have, had, should be, would have, could have, should have, may have, might have, must have was.

The words threw and thrown have been left out of the following sentences. Letter your papers from a to j. Write the correct word beside each letter on your paper. Be sure to use either threw or thrown.

a. The ball was ____ over the fence several times.

b. She ____ the pencil on the floor.

c. What have you ____ now?

d. That paper should be ____ in the basket.

e. You could have ____ that away with your papers.

f. Do you think he ____ the ball through the window?

g. She would have ____ the ball to you but the bell rang.

h. The girl would have ____ all her papers away, if the teacher had let her.

i. She has ____ out all her old clothes.

j. That story you wrote must have been ____ out with the waste paper.

25. Grew -- grown

Grew stands alone. Grown needs a helper. The following helpers can be used: has, have, had, should be, would have, could have, should have, may have, might have, must have.

Letter your papers from a to j. The words grew and grown have been left out of the following sentences. Write the word which has been left out in each sentence beside the right letter.

a. The flowers ____ and ____ in the garden.

b. That plant should be ____ in the south.

c. Where do you think these vegetables ____ ?

d. They might have ____ in your garden this year?

e. What have you ____ in your garden this year?

f. Jimmy has ____ two inches since he was in the first grade.

g. How much do you think you have ____ ?

h. The nursery had ____ all kinds of plants for Easter.

i. You have ____ so much since I saw you last.

j. That plant was ____ in the desert.

26. Drank -- drunk

Drank stands alone. Drunk needs a helper. Here are some helpers: has, have, had, should be, would have, could have, should have, may have, might have, must have, was.

Copy the following sentences. The words drank and drunk have been left out of these sentences. Fill the blanks with the correct words.

a. They have ____ all the milk.

b. Billy has ____ the whole bottle of orangeade.

c. The baby ____ the bottle of milk at breakfast.

d. They may have ____ all the milk at breakfast.

e. She ____ the last drop out of her glass.

f. As she listened to the story, she ____ in every word.

g. The bees ____ the nectar from the flowers.

h. You could have ____ that at dinner.

i. They should have ____ their glasses of water instead of spilling them on the floor.

j. They ____ a toast to the guest at the party.

27. Began -- begun

Began stands alone. Begun needs a helper. The following are helpers: has, have, had, would have, could have, should have, may have, might have, must have, was.

Copy the following sentences, filling in the blanks with either began or begun.

a. She ____ to tell a bedtime story.

b. The children ____ to sing their new song.

c. The teacher had just ____ to read when the bell rang.

d. The pupils in the fifth grade have ____ to illustrate a poem.

e. You could have ____ to practice before supper.

f. Be quiet! The concert may have ____.

g. The game was ____ at ten o'clock.

h. Several children had ____ to understand the lesson the first day.

i. The snow ____ to fall at midnight.

j. The boys would have ____ to shovel the snow if they could find the shovels.

28. Rode -- ridden

Rode stands alone. Ridden needs a helper. These are some helpers: has, have, had, was, should be, would have, could have, should have, may have, might have, must have.

In the following sentences the words rode and ridden have been left out. Letter your papers from a to j. Write beside each number the word which has been left out in that sentence.

a. She has ____ the pony around the track three times.

b. You could have ____ him too, if you weren't afraid.

c. The pony was ____ by ten boys and girls.

d. Mary ____ him last.

e. You should have ____ too. You would have enjoyed it.

f. She ____ a horse for the first time when she was ten.

g. You may have ____ on a train when you were a baby.

h. That horse was ____ till he was almost ready to drop.

i. The children ____ all around town on their bicycles.

j. Jack had ____ on an airplane to New York.

29. Tore -- torn

Tore stands alone. Torn needs a helper. The following is a list of helpers: has, have, had, would have, was, should be, could have, should have, may have, might have, must have.

Copy the following sentences, filling in the blanks with either tore or torn.

a. That page was ____ when I got the book.

b. It could have been ____ when it came from the library.

c. Did you see who ____ that paper?

d. Several children had ____ their clothes at recess.

e. You might have ____ your jacket playing that rough game.

f. She ____ the letter up into little bits after she had finished reading it.

g. That should be ____ up and put in the rag bag.

h. Who ____ the page in this geography book?

i. Someone ____ a page out of this book.

j. That must have been ____ when you came to school.

30. Drove -- driven

Drove stands alone. Driven needs a helper. These are helpers: has, have, had, was, should be, would be, could be, would have, could have, should have, might have, must have, were.

Copy the following sentences. Fill in the blanks with either drove or driven.

a. The farmer ____ the team of horses out to the field.

b. She had ____ the car a thousand miles.

c. You must have ____ through Boston.

d. Do you think they could have ____ all the way home by now?

e. That horse could be ____ by the right master.

f. The shepherd ____ the sheep up the mountain side.

g. I would have ____ you home last night.

h. The animals at the circus were ____ back into their cages.

i. You should not have ____ that car on those poor tires.

j. Many people ____ over the new road the first day.

31. Spoke -- spoken

Spoke stands alone. Spoken needs a helper. The following are helpers: has, have, had, was, should be, would have, could have, should have, may have, might have, must have.

Letter your papers from a to j. Write after each letter the word which should be on the blank. Use spoke or spoken.

a. The children ____ to their mothers about coming to the Parent Teacher's Association.

b. You could have ____ to the principal.

c. They should not have ____ so sharply to the children.

d. Many famous men ____ at the meeting.

e. George Washington ____ first.

f. That topic was ____ about at the meeting yesterday.

g. The children's plane should be ____ of at the church party.

h. Many children had to be ____ to about the talking in the lines.

i. Some of the girls had already ____ to their mothers about the school party.

j. Did you think he ____ well last night?

32. Swam -- swum

Swam stands alone. Swum needs a helper.

Copy the following sentences putting swam or swum in the blanks.

a. The swans ____ and ____ all around the pond.

b. The children ____ out to the raft.

c. The ducks had ____ in that pond all summer.

d. He has ____ that lake several times.

e. You should have ____ to the nearest shore when you had a cramp.

f. The athletes might have ____ that distance in the race.

g. Last year he ____ out to the second raft.

h. That fish must have ____ right past your hook.

i. Do you think he could have ____ that great distance when he was ten years old?

j. He might have ____ over to the other side if there was a boat along side.

33. Lie -- lay

Lie means to recline or stretch out. The members of the lie family are lie, lies, lying, lay and lain.

Lay means to set or put or place something. You must always have something to put or place when you use a member of the set or lay family. The members of the lay family are lay, lays, laying and laid.

Copy the following sentences filling in the blanks with a member of the lie or lay family.

a. Please ____ the papers on my desk.

b. The child ____ the toys in the box.

c. The dog ____ down in front of the fire every night.

d. They were just ____ the carpet when father came home to help then.

e. Mother was ____ down for a nap.

f. How long has the cat been ____ there like that?

g. Please ____ down like a good girl and have your nap.

h. Carol ____ the dishes down carefully so she won't break them.

i. They had ____ the linoleum on the kitchen floor before dinner.

j. The baby wanted to ____ down and sleep.

REVIEW EXERCISES

VERB USAGE

1. Is -- Are -- Was -- Were -- Doesn't -- Don't

In speaking of one person or one thing use is, was, or doesn't. In speaking of more than one person or thing, use are, were, or don't.

Copy the following sentences filling in the blanks with the correct word. After the word you, use are, were or don't.

a. What do you think they ____ (was, were) doing at recess?

b. Several children ____ (is, are) going to the library after school.

c. You ____ (was, were) going to do that lesson today.

d. She ____ (doesn't, don't) understand how to read French.

e. I ____ (don't, doesn't) know what you ____ (was, were) saying last night.

f. The boy's line ____ (don't, doesn't) look nice.

g. One of the girls in the fourth grade ____ (is, are) going to draw a picture on our board.

h. You and Billy ____ (was, were) playing in my yard.

i. One of the new girls ____ (is, are) named Marion.

j. Once upon a time three little girls ____ (was, were) going to a party.

2. Did -- Done -- Ran -- Run -- Saw -- Seen

Did, Ran, and Saw stand alone. Done, Run, and Seen need helpers.

Copy the following sentences. Fill in the blanks with the right words.

a. What have you ____ (did, done) with your new rubbers?

b. What do you think they ____? (did, done)

c. The children all ____ (did, done) their work well.

d. She couldn't ____ (ran, run) any faster if she tried.

e. Did you see how fast she ____? (ran, run)

f. She ____ and ____ (ran, run) but she could never ____ (ran, run) as fast as her brother.

g. What do you think she ____ (saw, seen) at the circus?

h. She ____ (saw, seen) all the animals in a parade.

i. Many children ____ (did, done) that work at home.

j. How many different kinds of animals have you ____? (saw, seen)

3. Took -- Taken -- Ate -- Eaten -- Gave -- Given

These three stand alone: Took, Ate and Gave.

These three need helpers: Taken, Eaten, Given.

Copy the following sentences filling in the blanks with the right words.

a. He has ____ (took, taken) the game to school.

b. When she ____ (ate, eaten) her dinner, her mother gave her a piece of candy.

c. Her father has ____ (gave, given) her a set of story books for her birthday.

d. She has ____ (take, taken) home all her toys.

e. You could have ____ (ate, eaten) the rest of your lunch.

f. Mother must have ____ (took, taken) the clothes off the lines before it began to rain.

g. What do you think the dog should have ____? (ate, eaten)

h. Many people must have ____ (gave, given) help to the poor people of Europe.

i. She hasn't ____ (ate, eaten) well for three days.

j. They have ____ (took, taken) their old clothes to the poor.

4. May -- Can -- Teach -- Learn -- Bring -- Take

May gives permission. Can means "to be able."

Someone else teaches you. You learn for yourself.

Bring shows action toward the speaker.

Take shows action away from the speaker.

Copy the following sentences filling in the blanks with the right word.

a. You ____ (may, can) help me make the candy.

b. Will you ____ (learn, teach) your sister how to play that game?

c. What ____ (can, may) you do to help your baby sister?

d. You can ____ (learn, teach) that after school if your sister will ____ (learn, teach) you.

e. Mary, please ____ (bring, take) that book to the library.

f. Will you ____ (bring, take) my coat to the closet.

g. Please ____ (bring, take) my coat to me?

h. You may ____ (bring, take) your paper to me and I will ____ (learn, teach) you how to do it.

i. You ____ (may, can) do that if you try hard enough.

j. Why did you ____ (bring, take) that book home?

5. Came -- Come -- Went -- Gone -- Sang -- Sung

These 3 stand alone.	These 3 need helpers.
came	come
went	gone
sang	sung

These are some helpers: has, have, had, would, could, should, may, might, must, will, did, was.

Copy the following sentences, filling in the blanks with the correct words.

a. The children will ____ (come, came) to the party at three.

b. The boys ____ (come, came) running to the door.

c. The girls have ____ (went, gone) to the store.

d. On Sundays June ____ (sang, sung) in the choir at church.

e. The children have ____ (went, gone) to the movies.

f. Mary and Billy ____ (went, gone) to the game.

g. They must have ____ (went, gone) earlier than usual.

h. The children have ____ (sang, sung) Christmas carols every year in school.

i. When did you ____ (come, came) to my house?

j. The first grade children ____ (sang, sung) very well.

6. Rang -- Rung -- Wrote -- Written -- Broke -- Broken

These 3 stand alone.	These 3 need helpers.
rang	rung
wrote	written
broke	broken

These are some helpers: has, have, had, would, could, should, may, might, must, was.

Copy the following sentences. Fill in the blanks with the correct word from the parenthesis.

a. The bell ____ (rung, rang) at twelve o'clock.

b. The telephone might have ____ (rang, rung) while I was shopping.

c. I have ____ (wrote, written) several letters today.

d. When do you think you ____ (wrote, written) that paper?

e. The dish fell to the floor and ____ (broke, broken).

f. The glass was ____ (broke, broken) when I found it in the closet.

g. She said she had ____ (wrote, written) a letter to you last week.

h. Let's hurry! The bell must have ____ (rang, rung).

i. That might have ____ (broke, broken) when you dropped it.

j. Did you hear the bell when it ____ (rang, rung)?

7. Sit -- Set -- Let -- Leave -- Lie -- Lay

The verb sit means "to rest" or "to stay". The verb set means "to place or put something in a position." Let means "to allow." Leave usually means "to go away" or "to go away from."

Lie means to recline or stretch out. The members of the lie family are lie, lies, lying, lay and lain. Lay means to set or put or place something. You must always have something to put or place when you use a member of the set or lay family. The members of the lay family are lay, lays, laying and laid.

Copy the following sentences. Fill in the blanks with the right word.

a. Please ____ (sit, set) that on the table for me.

b. She wanted to ____(sit, set) near her best friend.

c. Will you ____ (let, leave) me come with you to the store?

d. When do you think they will____ ? (let, leave)

e. When do you think they will ____ (let, leave) for the mountains?

f. The boy wanted to ____ (lie, lay) down and rest.

g. Where did Henry ____ (lie, lay) that book?

h. Why didn't you ____ (let, leave) him go with you?

i. Many children wanted to ____ (let, leave) him stay there.

j. The puppy went over to the corner to ____ (sit, set) down.

8. Blew -- Blown -- Knew -- Known -- Threw -- Thrown -- Grew -- Grown

These 4 stand alone.	These 4 need helpers.
blew	blown
knew	known
threw	thrown
grew	grown

These are some helpers: has, have, had, would have, could have, should have, may have, might have, must have was.

Copy the following sentences. Fill in the blanks with the right words.

a. The wind ____ (blew, blown) until it had ____ (blew, blown) the snow into hugh drifts.

b. She must have ____ (knew, known) that she could go.

c. Where do you think that ball was ____ ? (threw, thrown)

d. They ____ (threw, thrown) away all the rubbish.

e. She thought that she ____ (grew, grown) very fast.

f. Did you see how tall that plant has ____ ? (grew, grown)

g. The wind might have ____ (blew, blown) your kite away.

h. You should have (threw, thrown) that away last year.

i. He ____ (grew, grown) to be a very tall man.

j. You might have ____ (knew, known) she would help you.

9. Drank -- Drunk -- Began -- Begun -- Tore -- Torn -- Swam -- Swum

These 4 stand alone.	These 4 need helpers.
drank	drunk
began	begun
tore	torn
swam	swum

These are some helpers: has, have, had, would, could, should, may, might, must, was.

Copy the following sentences, filling in the blanks with the correct word.

a. She ____ (drank, drunk) a quart of milk a day.

b. They must have ____ (drank, drunk) the pitcher of ice cold water.

c. She might have ____ (began, begun) that book last week.

d. At five o'clock she ____ (began, begun) to eat her supper.

e. I don't see how you ____ (tore, torn) that dress.

f. It must have been ____ (tore, torn) while you were playing.

g. She ____ (swam, swum) across the swimming pool.

h. He would have ____ (swam, swum) in the pool but it was raining out.

i. Oh, the baby must have ____ (drank, drunk) all that gingerale.

j. You could have ____ (swam, swum) that distance when you were ten years old.

10. Rode -- Ridden -- Drove -- Driven -- Spoke -- Spoken

These 3 stand alone.	These 3 need helpers.
rode	ridden
drove	driven
spoke	spoken

Here are some helpers: has, have, had, would, could, should, may, might, must, was.

Copy the following sentences, filling in the blanks with the correct word.

a. Where do you think the cowboy ____ (rode, ridden) last week?

b. Someone has ____ (rode, ridden) over this trail just a little while ago.

c. The man ____ (drove, driven) the team of horses to the barn.

d. You might have ____ (drove, driven) the car that night.

e. When she ____ (spoke, spoken) it was like music.

f. You should have ____ (spoke, spoken) to your teacher about that.

g. You must have heard him when he ____ (spoke, spoken) in Lawrence.

h. The man wanted to have the automobile ____ (drove, driven) home from the garage.

i. Where do you think he could have ____ (rode, ridden) with that man?

j. She had ____ (spoke, spoken) hardly a word that day.

VERB FORMS

1. Using verb forms that stand alone.

Copy the following sentences, filling in the blanks with the correct form of the verb given in parenthesis. Use the form that shows action in past time and that needs no helper.

a. (begin) She ____ to do the dishes for her mother.

b. (write) Mary ____ a letter to her grandmother.

c. (eat) Father ____ his dinner as soon as it was ready.

d. (drink) The baby ____ his bottle right away.

e. (break) My pencil ____ when I went to use it.

f. (draw) Who do you think ____ that nice picture?

g. (fall) They ____ down the stairs yesterday.

h. (take) John ____ the baby out to play.

i. (go) James played football and then ____ into the house to clean up.

j. (give) The teacher ____ me some pictures to draw.

k. (blow) The children ____ bubbles all morning.

l. (sing) They ____ lovely hymns in church last Sunday.

m. (know) Last summer I ____ how to swim.

n. (come) They ____ over to my house today.

o. (see) Whom do you think I ____ this morning?

p. (do) Billy ____ his chores and then went out to play.

q. (lie) The dog ____ on the ground and rested.

r. (run) In school today, we ____ races.

2. Using verb forms which stand alone.

Copy the following sentences, filling in the blanks with the correct form of the verb given in parenthesis. Use the form that shows action in past time and that needs no helper.

a. (run) The cat ____ up the tree in front of the house.

b. (eat) She ____ her lunch and ran out to play with the dog.

c. (lie) Mother ____ on the sofa to rest awhile.

d. (begin) The fourth graders ____ to play football.

e. (know) Bobby ____ just what to get for Mother's birthday.

f. (write) Last week we ____ to the Chamber of Commerce.

g. (give) My sister ____ me a lovely gift for my birthday.

h. (go) My uncle ____ to the hospital today.

i. (fall) The ball ____ out of my hand.

j. (take) She ____ her little brother for a walk.

k. (draw) The teacher ____ a picture on the blackboard.

l. (break) Mary ____ her arm when she fell off the roof.

m. (do) ____ you see the movie last Saturday?

n. (come) Grandfather ____ to our house to stay.

o. (see) I ____ the lady when she got on the bus.

p. (wear) The wise children ____ their rubbers

today.

q. (ring) The postman ____ the bell.

r. (throw) The boy ____ the ball right into the basket.

s. (grow) Mother ____ some pretty flowers this year.

3. Using verb forms which stand alone.

Copy the following sentences, filling in the blanks with the correct form of the verb given in parenthesis. Use the form that shows action in past time and that needs no helper.

a. (ride) The cowboys ____ out on the plains.

b. (tear) She ____ her dress when she climbed over the fence.

c. (drive) Her father ____ the visitors through the mountains over the weekend.

d. (speak) Her mother ____ sharply to her about the way she was acting.

e. (swim) She ____ all the morning long.

f. (wear) She ____ her best dress to the party.

g. (see) How many of you ____ what happened just then?

h. (ring) The doorbell ____ twice before I got there.

i. (drink) She ____ her milk right down.

j. (grow) Did you ____ those beautiful flowers?

k. (throw) He ____ away all his papers.

l. (ride) They ____ on the bus to Boston.

m. (swim) Johnny ____ out to the boat.

n. (speak) The visitor ____ to the children about her travels.

o. (drive) The bus driver ____ the bus onto the sidewalk to avoid hitting the child.

p. (tear) Joe ____ his papers and threw them away.

4. Using verb forms which need helpers.

Copy the following sentences, filling in the blanks with the correct form of the verb given in parenthesis. Underline the helpers in these sentences.

a. (do) You should have ____ all your examples.

b. (run) They might have ____ all the way.

c. (wear) Her coat must have ____ out long ago.

d. (see) You should have ____ that picture.

e. (take) They have ____ a walk through the woods.

f. (eat) Dinner should be ____ by one o'clock.

g. (give) Mother may have ____ those things away.

h. (come) You might have ____ with me if you had been home.

i. (go) The company must be ____ by now.

j. (sing) You must have ____ that at the party.

k. (ring) The bell should have been ____ long ago.

l. (write) That letter must have been ____ in France.

m. (break) The seal was ____ on the package.

n. (blow) Johnny may have ____ the whistle.

o. (know) You should have ____ how to do that yesterday.

5. Using verb forms which need helpers.

Copy these sentences. Fill in the blanks with the right form of the verb given in parenthesis. Underline the helpers in these sentences.

a. (throw) That horse has ____ every rider lately.

b. (grow) Those roses were ____ in the hothouse.

c. (drink) The animals have ____ all the water in the trough.

d. (begin) They must have ____ their journey this afternoon.

e. (ride) The pilots must have ____ all over the world.

f. (tear) Billy has ____ his coat today.

g. (drive) They have ____ across the country.

h. (speak) That child should be ____ to about the correct way to cross the street.

i. (swim) You must have ____ a long time today.

j. (lie) They had ____ on the ground watching the moon.

k. (do) What have you ____ with my books?

l. (wear) Do you think he has ____ out his shoes yet?

m. (see) You should have ____ Billy jump over the fence.

n. (take) That must have been ____ home last night.

o. (eat) The children had ____ everything on the table.

Verb Helpers

has	should have	should have been
have	would have	would have been
had	could have	could have been
would	may have	may have been
could	might have	might have been
should	must have	must have been
may	should be	
might		
must		
was		
will		
did		

Verbs which stand alone.	Verbs which need helpers.
did	done
ran	run
wore	worn
saw	seen
took	taken
ate	eaten
gave	given
came	come
went	gone
sang	sung
rang	rung
wrote	written
broke	broken
blew	blown
knew	known
threw	thrown
grew	grown
drank	drunk
began	begun
rode	ridden
tore	torn
drove	driven
spoke	spoken
swam	swum

Key to Verb Usage Exercises

1. Is -- are
   a. are
   b. are
   c. are
   d. are
   e. are
   f. is
   g. are
   h. are
   i. are
   j. are

2. Was -- were
   a. were
   b. were
   c. were
   d. were
   e. was
   f. were
   g. were
   h. were
   i. was
   j. were

3. Did -- done
   a. done
   b. done
   c. done
   d. done
   e. did
   f. done
   g. done
   h. done
   i. done
   j. done

4. Ran -- run
   a. run
   b. ran
   c. run
   d. run
   e. run
   f. ran
   g. run
   h. ran
   i. run
   j. ran

5. Wore -- worn

a. worn
b. worn
c. worn
d. worn
e. worn
f. wore
g. worn
h. wore
i. worn
j. worn

6. Saw -- seen

a. seen
b. saw
c. seen
d. seen
e. seen
f. seen
g. seen
h. seen
i. saw
j. saw

7. Doesn't -- don't

a. doesn't
b. don't
c. don't
d. doesn't
e. don't
f. doesn't
g. doesn't
h. doesn't
i. don't
j. don't

8. Took -- taken

a. taken
b. took
c. taken
d. taken
e. taken
f. taken
g. took
h. taken
i. taken
j. taken

9. Can -- may

a. can
b. may
c. can
d. may
e. can
f. may
g. may
h. can
i. may
j. can

10. Ate -- eaten

a. eaten
b. ate
c. eaten
d. eaten
e. eaten
f. eaten
g. eaten
h. ate
i. eaten
j. eaten

11. Teach -- learn

a. learn
b. teaches
c. teach
d. learn - teaches
e. learn
f. learn
g. teach - learned
h. teach
i. teach
j. teach

12. Gave -- given

a. given
b. gave
c. gave
d. given
e. given
f. given
g. given
h. given
i. given
j. gave

13. Came -- come

a. come

b. came

c. come

d. come

e. came

f. come

g. come

h. come

i. come

j. came

14. Went -- gone

a. gone

b. gone

c. gone

d. went

e. gone

f. gone

g. gone

h. went

i. gone

j. gone

15. Sang -- sung

a. sang

b. sung

c. sung

d. sung

e. sung

f. sung

g. sung

h. sang

i. sung

j. sang

16. Rang -- rung

a. rang

b. rang

c. rung

d. rung

e. rang

f. rung

g. rang - rang

h. rang

i. rung

j. rung

17. Bring -- take

a. bring
b. take
c. take
d. bring - take
e. take
f. bring - take
g. take
h. take - bring
i. bring
j. take

18. Wrote -- written

a. written
b. written
c. written
d. written
e. written
f. written
g. written
h. written
i. written
j. wrote

19. Sit -- set

a. sit
b. set
c. sit
d. set
e. set
f. set
g. sit
h. set
i. set
j. sit

20. Broke -- broken

a. broke
b. broken
c. broken
d. broken
e. broken
f. broken
g. broken
h. broken
i. broken
j. broke

21. Let -- leave

a. let

b. leave

c. let

d. let

e. let

f. leave

g. let

h. leave

i. let

j. let

22. Blew -- blown

a. blew - blew

b. blown

c. blew

d. blown

e. blown

f. blown

g. blown

h. blown

i. blown

j. blown

23. Knew -- known

a. known

b. knew

c. known

d. known

e. known

f. known

g. known

h. known

i. known

j. known

24. Threw -- thrown

a. thrown

b. threw

c. thrown

d. thrown

e. thrown

f. threw

g. thrown

h. thrown

i. thrown

j. thrown

25. Grew -- grown

a. grew - grew

b. grown

c. grew

d. grown

e. grown

f. grown

g. grown

h. grown

i. grown

j. grown

26. Drank -- drunk

a. drunk

b. drunk

c. drank

d. drunk

e. drank

f. drank

g. drank

h. drunk

i. drunk

j. drank

27. Began -- begun

a. began

b. began

c. begun

d. begun

e. begun

f. begun

g. begun

h. begun

i. began

j. begun

28. Rode -- ridden

a. ridden

b. ridden

c. ridden

d. rode

e. ridden

f. rode

g. ridden

h. ridden

i. rode

j. ridden

29. Tore -- torn

a. torn
b. torn
c. tore
d. torn
e. torn
f. tore
g. torn
h. tore
i. tore
j. torn

30. Drove -- driven

a. drove
b. driven
c. driven
d. driven
e. driven
f. drove
g. droven
h. driven
i. driven
j. drove

31. Spoke -- spoken

a. spoke
b. spoken
c. spoken
d. spoke
e. spoke
f. spoken
g. spoken
h. spoken
i. spoken
j. spoke

32. Swam -- swum

a. swam-swum
b. swam
c. swum
d. swum
e. swum
f. swum
g. swam
h. swum
i. swum
j. swum

33. Lie -- lay

a. lay
b. lays
c. lies
d. laying
e. lying
f. lying
g. lie
h. lays
i. laid
j. lie

Key to Verb Usage -- Review Exercises

1. a. were
   b. are
   c. were
   d. doesn't
   e. don't - were
   f. doesn't
   g. is
   h. were
   i. is
   j. were

2. a. done
   b. did
   c. did
   d. run
   e. ran
   f. ran - ran - run
   g. saw
   h. saw
   i. did
   j. seen

3. a. taken
   b. ate
   c. given
   d. taken
   e. eaten
   f. taken
   g. eaten
   h. given
   i. eaten
   j. taken

4. a. may
   b. teach
   c. can
   d. learn - teach
   e. take
   f. take
   g. bring
   h. bring - teach
   i. can
   j. take

5. a. come
   b. came
   c. gone
   d. sang
   e. gone
   f. went
   g. gone
   h. sung
   i. come
   j. sang

6. a. rang
   b. rung
   c. written
   d. wrote
   e. broke
   f. broken
   g. written
   h. rung
   i. broken
   j. rang

7. a. set
   b. sit
   c. let
   d. leave
   e. leave
   f. lie
   g. lay
   h. let
   i. let
   j. sit

8. a. blew - blown
   b. known
   c. thrown
   d. threw
   e. grew
   f. grown
   g. blown
   h. thrown
   i. grew
   j. known

9. a. drank
   b. drunk
   c. begun
   d. began
   e. tore
   f. torn
   g. swam
   h. swum
   i. drunk
   j. swum

10. a. rode
    b. ridden
    c. drove
    d. driven
    e. spoke
    f. spoken
    g. spoke
    h. driven
    i. ridden
    j. spoken

Key to Exercises using Verb Forms

1. a. began
   b. wrote
   c. ate
   d. drank
   e. broke
   f. drew
   g. fell
   h. took
   i. went
   j. gave
   k. blew
   l. sang
   m. knew
   n. came
   o. saw
   p. did
   q. laid
   r. ran

2. a. ran
   b. ate
   c. laid
   d. began
   e. knew
   f. wrote
   g. gave
   h. went
   i. fell
   j. took
   k. drew
   l. broke
   m. did
   n. came
   o. saw
   p. wore
   q. rang
   r. threw
   s. grew

3.	a.	rode	4.	a.	done	5.	a.	thrown
	b.	tore		b.	run		b.	grown
	c.	drove		c.	worn		c.	drunk
	d.	spoke		d.	seen		d.	begun
	e.	swam		e.	taken		e.	ridden
	f.	wore		f.	eaten		f.	torn
	g.	saw		g.	given		g.	driven
	h.	rang		h.	given		h.	spoken
	i.	drank		i.	gone		i.	swum
	j.	grew		j.	gone		j.	lain
	k.	threw		k.	rung		k.	done
	l.	rode		l.	written		l.	worn
	m.	swam		m.	broken		m.	seen
	n.	spoke		n.	blown		n.	taken
	o.	drove		o.	known		o.	eaten
	p.	tore						

CHAPTER VII

TABLE OF CONTENTS

CHAPTER VII

ENGLISH TEST

PART I TEST ON CAPITAL LETTERS

Directions:

In the following sentences, there are no capital letters. Write each word which should begin with a capital letter on the blank line at the end of the sentence. Be sure to begin these words with capital letters when you write them.

You may underline the words which should have capital letters if it will help you.

EXAMPLE

last sunday mary saw a play in lawrence.

Last, Sunday, Mary, Lawrence

1. the new york train was due at eight thirty. already the clock says nine and the train isn't in sight.

_____

2. jane's dog was named pal and her brother's dog was called happy.

_____

3. yesterday dr. brown said that i could travel with his family.

_____

4. the boat will sail from seattle, washington.

_____

5. christmas vacation began on wednesday and ended on the day after new year's day.

_____

6. our school is on oakland avenue.

_____

7. john and captain merril were going to iceland.

_____

8. miss sanders showed us a picture of some eskimos.

_____

9. there is an island called victoria in british columbia.

_____

10. my sister's birthday is july first.

_____

11. the west school is near st. mary's church.

_____

12. the english, the french, and the spaniards all tried to claim this continent.

_____

13. "where did you find that book?" asked the little boy. barbara answered, "oh, i found it in my bookcase."

_____

14. that church on broadway is a roman catholic church.

_____

15. did you go to the german church in salem, new hampshire?

_____

16. tomorrow mrs. a. m. sinclair will visit us.

_____

17. during the summer the methuen library will close on wednesdays.

_____

18. the only department store in lawrence is a. b. sutherlands.

_____

19. george goes to the protestant episcopal church every sunday.

_____

20. we visited grandmother on thanksgiving day.

_____

21. next week we will collect money for the red cross.

_____

22. the visiting minister's name is reverend johnson.

_____

23. his sermon was on "god's judgement."

_____

24. doykos and company are having a sale on furs.

_____

25. the teacher asked, "where are the appalachian mountains?"

_____

26. "oh, i don't know," answered the boy. "are they in the east?"

_____

27. we traveled to alaska which belongs to the united states.

_____

28. they said the lord's prayer in school every morning.

_____

29. last monday they began to build a new road on lowell street.

_____

30. imperial valley is in california.

_____

31. (Note: Some words are abbreviated.)

it rained so hard the last sat. in sept. that we postponed our picnic until the first fri. in oct.

_____

(Note: The next five exercises are not sentences. There are greetings and closings of letters, names of stories, and a poem. Write the words which should be capitalized on the line below each exercise.)

32. dear mr. thompson,
dear grandmother,
dear sister,

my dear mr. jackson,
dear friend,
my dear brother,

_____

33. your old pal,
sincerely yours,
yours truly,

with love,
your playmate,
your cousin,

_____

34. grasshopper green is a comical chap;
he lives on the best of fare.
bright little trousers, jacket, and cap,
these are his summer wear.
out in the meadow he loves to go,
playing away in the sun;
it's hopperty, skipperty, high and low,
summer's the time for fun.

_____

35. "a maker of minstrel music." _____

"secrets of the woods." _____

"erosion of the soil." _____

"a home in the congo." _____

PART II TEST ON PUNCTUATION

Directions:

The following sentences and exercises are partly punctuated; but periods, question marks, exclamation marks, quotation marks, apostrophes, and commas are left out in places.

Put in the missing punctuation marks. On the lines below, write each word which comes just before the punctuation mark, and the punctuation mark which you used.

For quotations, copy the first and last words of the quotation and place the quotation marks and other punctuation marks where they belong.

EXAMPLE.

Mrs Mona B Cox of Milton N H went to Boston to see Dr B J Barnes.

Mrs. B. Milton, N. H. Dr. B.J.

Mary went to the store said her mother.

"Mary store," _____

Cant you do that puzzle asked Mother

"Can't puzzle?" Mother. _____

1. Mr and Mrs Brandy live in Concord New Hampshire.

_____

2. The Brown family live at 612 Chestnut Avenue in Andover Mass during the summer.

_____

3. Oh what a noise

_____

4. Gretchen was sick from Oct 25 1946, to Nov 30 1946.

_____

5. Wouldnt you like to read about Clara Barton

_____

6. Do you think she is living today No she lived a long time ago

_____

7. What a dive that was He went down deep in the water.

_____

8. Dr L M Burns let the patient sit up on Dec 3 1946.

_____

9. In the fruit basket there were apples pears peaches plums and bananas

_____

10. Marie I want you to come with me said Mother. I am going over to Grandmothers house.

_____

11. Oh I dont like to see you reading in such a poor light

_____

12. Crash The ladder broke in half. What a fall Billy had

_____

13. Wont you help me with this problem

_____

14. Col John J Stewart was in command of the army post

_____

15. Did you ever ride through Albany New York

_____

16. Joseph will you take this back to the store

_____

17. Come and see what I have Patsy said Mother

_____

18. No I dont want to see it said Patsy. I am too busy.

_____

19. Janets doll and her books were hidden away in the closet

_____

20. Listen, theres a news flash

_____

21. Bobby where have you been all morning

_____

22. Ive hunted and hunted for Marilyns books

_____

23. She went to the store to buy some carrots peas beans and potatoes

_____

24. Her brothers toys were lost in the cellar

_____

25. Oh dear what have you done now asked Mother

_____

26. Nothing Mother. My books just fell on the floor said Elsie.

_____

27. The Bakers summer camp is in Sunapee N.H.

_____

28. She was born on February 6 1943

_____

29. Isnt that a pretty picture she made

_____

30. Well when did you make that puzzle

_____

31. Yes the childrens games will be mailed to Reading Pennsylvania.

_____

32. What terrible news we just heard

_____

33. The Rev Mr. Lane was visiting our church today

_____

34. John found his fathers name listed in the directory like this: Barton Michail.

_____

35.

21 Salen St
Derry N H
June 1 1947

Dear Mr Cobb

When do you expect to send your car down for repairs I will be able to work on it next week if you send it down

Yours truly

Jack Brent

_____

_____

_____

PART III TEST ON CAPITALS AND PUNCTUATION

Directions:

In the following sentences, all capitals and punctuation marks have been left out. You may put them in if it will help you.

Copy on the line below, all the words which need capital letters. Be sure to begin them with capital letters.

Copy the word which is just before each punctuation mark you use. Copy the punctuation mark too.

For quotations copy the first and last words of the question and place the quotation marks where they belong.

EXAMPLE

no you cant have that apple sally

No, can't apple, Sally.

will you go to the store for me asked mother

"Will me?" Mother.

1. lt graham went to europe last wednesday

_____

2. isnt your vacation the first week in august

_____

3. no i wont be able to go in september said bessie

_____

4. theresa said why did you go to the library with her

_____

5. marilyns papers and louises hat blew into the lake

_____

6. mayor white couldnt help the man

_____

7. you and i took a long walk up oakland ave today

_____

8. you cant go out to play next monday

_____

9. the program will begin at seven oclock

_____

10. mr and mrs j m small moved to albany n y

_____

11. jane measured out the flour soda salt sugar and milk for the cake

_____

12. what a crash that thunder made

_____

13. its four oclock and supper is almost ready

_____

14. this is the way her fathers name was listed in the telephone book parson edward e

_____

15. i am going to buy a brush at the sale in treat hardware store

_____

PART IV TEST ON VERB USAGE

Directions:

In each of the following sentences, there is a word missing where the blank is. Below the sentence you will find two words with a line in front of them.

Put a check mark on the line with the word which belongs on the blank.

EXAMPLE

Bernard and Lewis _____ going to the store.

_____ was

_____ were

1. Where do you think they _____ going?

_____ is

_____ are

2. He _____ know how to read that book.

_____ doesn't

_____ don't

3. What have you _____ with those pencils?

_____ did

_____ done

4. She couldn't _____ as fast as her brother.

_____ ran

_____ run

5. Billy _____ the accident yesterday.

_____ saw

_____ seen

6. She has _____ the book to her grandmother's house.

_____ took

_____ taken

7. You have _____ your dinner.

_____ ate

_____ eaten

8. Betty _____ her toys to a little girl.

_____ gave

_____ given

9. You _____ help me to do the dishes.

_____ may

_____ can

10. Mother will _____ you how to make candy.

_____ teach

_____ learn

11. Will you _____ this to the pantry?

_____ bring

_____ take

12. The girls _____ skipping along.

_____ come

_____ came

13. The boys have _____ to the playground.

_____ went

_____ gone

14. The choir has _____ every Sunday.

_____ sang

_____ sung

15. The bells _____ at noon time.

_____ rang

_____ rung

16. What have you _____ on that paper?

_____ wrote

_____ written

17. You _____ my best pencil.

_____ broke

_____ broken

18. Please _____ that on the chair.

_____ sit

_____ set

19. Will you _____ me go to the beach?

_____ let

_____ leave

20. The dog wanted to _____ down and sleep.

_____ lie

_____ lay

21. The whistle might have _____ a while ago.

_____ blew

_____ blown

22. She _____ how to do that work.

_____ knew

_____ known

23. They have _____ the books away.

_____ threw

_____ thrown

24. What have you _____ in your garden?

_____ grew

_____ grown

25. She _____ a glass of water.

_____ drank

_____ drunk

26. She _____ to do the dishes at six o'clock.

_____ began

_____ begun

27. Her book was _____ in many places.

_____ tore

_____ torn

28. You could have _____ in the lake yesterday.

_____ swam

_____ swum

29. That horse has _____ in a rodeo.

_____ rode

_____ ridden

30. The horses were _____ across the plains.

_____ drove

_____ driven

31. They have _____ about that same story.

_____ spoke

_____ spoken

32. Joe and Jack _____ playing a game.

_____ was

_____ were

33. Many children _____ playing with blocks.

_____ is

_____ are

34. His desk _____ look neat.

_____ doesn't

_____ don't

35. She _____ her work every day.

_____ did

_____ done

36. Edward _____ to the store for his mother.

_____ ran

_____ run

37. She has _____ all the pictures in that book.

_____ saw

_____ seen

38. She _____ the clothes out of the basket.

_____ took

_____ taken

39. You could have _____ some money to that poor man.

_____ gave

_____ given

40. You _____ do that if you try hard enough.

_____ may

_____ can

41. You can _____ that all by yourself.

_____ learn

_____ teach

42. Please _____ me my coat.

_____ bring

_____ take

43. The cows have _____ to the gate.

_____ come

_____ came

44. The lady must have _____ out the back door.

_____ went

_____ gone

45. In school Joan _____ the high part.

_____ sang

_____ sung

46. The doorbell might have _____ but I didn't hear it.

_____ rang

_____ rung

47. The girl had _____ two letters in the morning.

_____ wrote

_____ written

48. The glasses were _____ in many pieces.

_____ broke

_____ broken

49. The cat went over to _____ in the corner.

_____ sit

_____ set

50. They wanted to _____ him play with them.

_____ let

_____ leave

51. Why did you _____ that book on the table?

_____ lay

_____ lie

52. The little girls had _____ bubbles all morning.

_____ blew

_____ blown

53. The baby must have _____ her bottle of milk.

_____ drank

_____ drunk

54. They had _____ their work before ten o'clock this morning.

_____ began

_____ begun

55. I wonder how you _____ your jacket.

_____ tore

_____ torn

56. She _____ across the river.

_____ swam

_____ swum

57. They had _____ out to New York over the week end.

_____ rode

_____ ridden

58. The dog has _____ the cows home.

_____ drove

_____ driven

59. When she had _____ she left the room.

_____ spoke

_____ spoken

60. One of the three girls _____ going to the party.

_____ was

_____ were

PART V TEST ON VERB FORMS

Directions:

In the following sentences write the correct form of the verb given in parenthesis, on the blank lines on the right.

Use the form of the verb which shows action in past time.

EXAMPLE			ANSWERS
	(begin)	She ---- to play a game.	began
	(write)	Betty ---- a letter yesterday.	wrote
	(ate)	The baby has ---- his dinner.	eaten
1.	(drink)	The cat ---- his milk.	_____
2.	(break)	The ladder ---- when he stepped on it.	_____
3.	(draw)	She has ---- many nice pictures.	_____
4.	(fall)	They ---- over the box in the yard.	_____
5.	(take)	Carol has ---- the baby for a walk.	_____
6.	(go)	Eva has ---- to the store.	_____
7.	(give)	Mother ---- me some cookies.	_____
8.	(blow)	Bobby ---- the whistle for the lines to pass.	_____
9.	(sing)	The children ---- in the church choir.	_____
10.	(know)	Last week ---- I where the book was.	_____
11.	(come)	She ---- to my house last year.	_____
12.	(see)	We have ---- the circus this week.	_____
13.	(do)	Billy has ---- the errands for his mother.	_____

14. (lie) The cat ---- down on the mat. _____

15. (run) We have ---- races every day. _____

16. (know) Helen ---- your secret yesterday. _____

17. (write) She has ---- a letter to her cousin. _____

18. (wear) The children have ---- their winter coats for a week. _____

19. (ring) The bell ---- at twelve o'clock. _____

20. (throw) She ---- the stick to the dog. _____

21. (ride) The cowboys ---- their horses. _____

22. (drink) She has ---- milk in school all year. _____

23. (grow) The lady ---- lovely flowers in her yard. _____

24. (swim) The boy ---- out to the raft. _____

25. (speak) The lady ---- to the children. _____

26. (drive) She has ---- the car to Boston. _____

27. (tear) The book was ---- in many places. _____

28. (take) The dog has ---- the bone away. _____

29. (eat) Mary ---- all the popcorn. _____

30. (begin) Jack has ---- to take piano lessons. _____

31. (do) Jane and Bess ---- their work today. _____

32. (run) The man had ---- a ten mile race. _____

33. (wear) Edna ---- her best dress to the party. _____

34. (see) They ---- the lions in the cage. _____

35. (take) Father ---- the five o'clock train home. _____

36. (eat) Have you ---- your dinner? _____

37. (give) Many prizes were ---- away at the party. _____

38. (come) George has ---- to this lake for many years. _____

39. (go) All the children ---- to the playground. _____

40. (sing) The fifth grade ---- many songs today. _____

41. (run) They ---- into the water. _____

42. (ring) The telephone has ---- many times. _____

43. (write) Yesterday Ida ---- a long letter. _____

44. (break) Your pencil was ---- this morning. _____

45. (blow) The hurricane has ---- many trees down. _____

46. (know) I have ---- about that since yesterday. _____

47. (drive) The dog ---- the cows home from the pasture. _____

48. (tear) The paper ---- when he pulled it. _____

49. (ride) They have ---- in the train all day. _____

50. (begin) The teacher ---- to pass out the papers. _____

51. (grow) You have ---- an inch taller since March. _____

52. (speak) Those words were ---- by Patrick Henry. _____

53. (swim) Have you ever ---- across the lake? _____

54. (lie) The dog ---- in that spot one hour. _____

55. (throw) The anchor was ---- overboard. _____

ANSWER KEY

PART ONE

1. The, New York, Already.
2. Jane's Pal, Happy.
3. Yesterday, Dr. Brown, I.
4. The, Seattle, Washington.
5. Christmas, Wednesday, New Year's Day.
6. Our, Oakland Avenue.
7. John, Captain Merril, Iceland.
8. Miss Sanders, Eskimos.
9. There, Victoria, British Columbia.
10. My, July.
11. The, West School, St. Mary's Church.
12. The English, French, Spaniards.
13. Where, Barbara, Oh, I.
14. That, Broadway, Roman Catholic Church.
15. Did, German, Church, Salem, New Hampshire.
16. Tomorrow, Mrs. A. M. Sinclair.
17. During, Methuen Library, Wednesday.
18. The, Lawrence, A. B. Sutherlands.
19. George, Protestant Episcopal Church, Sunday.
20. We, Grandmother, Thanksgiving Day.
21. Next, Red Cross.

22. The, Reverend Johnson.

23. His, God's Judgement.

24. Doykos, Company.

25. The, Where, Appalachian Mountains.

26. Oh, I, Are, East.

27. We, Alaska, United States.

28. They, Lord's Prayer.

29. Last, Monday, Lowell, Street.

30. Imperial, Valley, California.

31. It, Sat., Sept., Fri., Oct.

32. Dear Mr. Thompson,
Dear Grandmother,
Dear Sister,

My Mr. Jackson,
Dear Friend,
My Brother,

33. Your,
Sincerely,
Yours,

With,
Your,
Your,

34. Grasshopper, He, Bright, These, Out, Playing, It's, Summer.

35. A, Maker, Minstrel, Music.
Secrets, Woods.
Erosion, Soil.
A, Home, Congo.

PART II

1. Mr. Mr., Concord,
2. Andover, Mass.
3. Oh, noise!
4. Oct., 25, Nov. 30,
5. Wouldn't Barton?
6. today? No, ago.
7. was!
8. Dr. L. M. Dec. 3,
9. apples, pears, peaches, plums, bananas.
10. "Marie, me," "I Grandmother's house."
11. Oh, don't light.
12. Crash! had!
13. Won't problem?
14. Col. J. post.
15. Albany, York?
16. Joseph, store?
17. "Come have, Patsy." Mother.
18. "No, don't it," "I busy."
19. Janet's closet.
20. there's flash!
21. Bobby, morning?
22. I've Marilyn's books.
23. carrots, peas, beans, potatoes.

24. brother's cellar.

25. "Oh dear, now?" Mother.

26. "Nothing floor."

27. Baker's Sunapee, N.

28. 6, 1943.

29. Isn't made?

30. Well, puzzle?

31. Yes, children's Reading,

32. heard!

33. Rev. Mr. today.

34. father's Barton,

35. St. Derry, N.H. 1, 1947.
Mr. Cobb,
repairs?
down.
truly,

PART III

1. Lt. Graham Europe Wednesday. (6)
2. Isn't August? (4)
3. "No, I won't September," Bessie. (10)
4. Theresa said, "Why her?" (6)
5. Marilyn's Louise's lake. (5)
6. Mayor White couldn't man. (4)
7. You I Oakland Ave. today. (6)
8. You can't Monday. (4)
9. The o'clock. (3)
10. Mr. Mrs. J. M. Small Albany, N. Y. (15)
11. Jane flour, soda, salt, sugar, cake. (6)
12. What made! (2)
13. It's o'clock ready. (4)
14. this father's book, Parson, Edward E. (8)
15. I Treat Hardware Store. (5)

PART IV

1. are
2. doesn't
3. done
4. run
5. saw
6. taken
7. eaten
8. gave
9. may
10. teach
11. take
12. came
13. gone
14. sung
15. rang
16. written
17. broke
18. set
19. let
20. lie
21. blown
22. knew
23. thrown
24. grown
25. drank
26. began
27. torn
28. swum
29. ridden
30. driven
31. spoken
32. were
33. are
34. doesn't
35. did
36. ran
37. seen
38. took
39. given
40. can
41. learn
42. bring
43. come
44. gone
45. sang
46. rung
47. written
48. broken
49. sit
50. let
51. lay
52. blown
53. drunk
54. begun
55. tore
56. swam
57. ridden
58. driven
59. spoken
60. was

PART V

1. drank
2. broke
3. drawn
4. fell
5. taken
6. gone
7. gave
8. blew
9. sang
10. knew
11. came
12. seen
13. done
14. lay
15. run
16. knew
17. written
18. worn
19. rang
20. threw
21. rode
22. drunk
23. grew
24. swam
25. spoke
26. driven
27. torn
28. taken
29. ate
30. begun
31. did
32. run
33. wore
34. saw
35. took
36. eaten
37. given
38. come
39. went
40. sang
41. ran
42. rung
43. wrote
44. broken
45. blown
46. known
47. drove
48. tore
49. ridden
50. began
51. grown
52. spoken
53. swum
54. lain
55. thrown

BIBLIOGRAPHY

BIBLIOGRAPHY

Ashbaugh, Ernest J., "The Measurement of Language: What is Measured and Its Significance," Journal of Educational Research, 4:39, June-December, 1921.

Asker, William, "Does Knowledge of Formal Grammar Function?" School and Society, 17:109-111, January, 1923.

Bair, F.H., and Others, Knowing Your Language. Boston: The Macmillan Company, 1941. 338 pp.

Bardwell, R.W., and Others, Elementary English in Action Exchanging Thoughts. Boston: C.C. Heath and Company, 1933. 271 pp.

Broening, Angela, "Grammar: Grammar as a Tool of Facile Expression," Teaching Language in the Elementary School. Forty-Third Yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago, February, 1944. 257 pp.

Callahan, Cordia V., "Language Essentials in the Middle Grades," Elementary English Review, 16:111-114, January-December, 1939.

Camenisch, Sophia C., "A Program of Mechanics in Written Composition," English Journal, 21:618-24, October, 1932.

Charters, W.W., "Minimal Essentials in Elementary Language and Grammar," Sixteenth Yearbook of the National Society for the Study of Education, Part I. Bloomington, Illinois: Publis School Publishing Company, 1917. 205 pp.

Dawson, Mildred A., "Types of Organization of Language Arts Programs," Teaching Language in the Elementary School. Forty-Third Yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago, February, 1944. 257 pp.

_____, "Elementary School Language Textbooks," Elementary English Review, 16:31-38, January-December, 1939.

English Handbook for Teachers in the Elementary Schools. Bureau of Curriculum Development, Division of Elementary Education, New York; State Education Department. The University of the State of New York Press. Bulletin No. 1194, 1940. 285 pp.

Evans, James W., "Needed Research in Language, Composition and Grammar," Elementary English Review, 16:97-100, January-December, 1939.

Ferris, F.K., and Others, Learning Essential English. New York: Laidlaw Brothers, 1944. 224 pp.

Goodykoontz, Bess, "Opportunities for the Classroom Teacher as a Research Worker," School Life, 15:161-63, 1929-1930.

_____, Evaluating Instruction in English in the Elementary Schools of New York. The National Conference on Research in English, 1941. 98 pp.

Greene, Harry A., and Others, Measurement and Evaluation in the Elementary School. Chapter VIII, pp. 151-187. New York: Longmans, Green and Co., 1946. 637 pp.

Greene, H.A., and Others, Building Better English for Every Need. New York; Row Peterson and Company, 1941. 352 pp.

Guiler, Walter S., "Analysis of Punctuation Errors," Educational Method, 10:425-29, April, 1931.

_____, "Diagnosing Student Shortcomings in English Compositions," Journal of Educational Research, 14:113-18, June-December, 1926.

_____, "Improving Ability in Capitalization," Elementary School Journal, 31:216-22, November, 1930.

_____, "Remediation of College Freshmen in Punctuation," Peabody Journal of Education, 9:152-58, 1931-32.

Harriman, Philip L., "Sources of Confusion in the Punctuation and Capitalization Usages," Peabody Journal of Education, 12:31-35, June, 1934.

Hawkes, Herbert E., and Others, The Construction and Use of Achievement Examinations. Chapters II and III, pp. 17-159. Boston: Houghton Mifflin Company, 1936.

Jenkins, Philip, "Practical Punctuation," Education, 57: 360-64, February, 1937.

Jeschke, H.J. and Others, Better English, Grade Five. Boston: Ginn and Company, 1929.

Johnson, Oakley, "Punctuation by Plan," English Journal, 19:151-56, February, 1930.

Lannholm, Gerald V., "The Measurement of Ability in Capitalization and Punctuation," Journal of Experimental Education, 8:55-86, September, 1939.

Lehr, Elizabeth, "Language in The Intermediate Grades," Elementary English Review, 23:160-64, April, 1946.

Leonard, John Paul, "The Use of Practice Exercises in Teaching Capitalization and Punctuation," Journal of Educational Research, 21:186-90, March, 1930.

Leonard, John Paul, The Use of Practice Exercises in the Teaching of Capitalization and Punctuation. Teachers College Contribution to Education, No. 372, Teachers College, Columbia University, New York, 1930. 78 pp.

Liese, Harriett E., "Analysis of English Workbooks in the Fifth Grade," (Unpublished Master's thesis, Boston University, 1947.) pp. 85-86.

Lyman, R.L., and Others, Daily Life Language Series, Grade Five. Boston: Ginn and Company, 1938.

McKee, Paul, Language in the Elementary School. Boston: Houghton Mifflin Company, 1934. 481 pp.

Pressey, S.L., "A Statistical Study of Usages and Children's Errors in Capitalization," The English Journal, 13: 727-732, December, 1924.

Ross, C.C., Measurements in Todays Schools. New York: Prentice Hall, Inc., 1941. 533 pp.

Salisbury, Rachel, "The Psychology of Punctuation," English Journal, 28:794-806, December, 1939.

_____, "The Reading Road to Punctuation Skill," The Education Digest, 12:17-18, September, 1945.

Shepherd, Edith E., "An Experiment in Teaching English Usage to Junior High School Pupils," School Review, 33:675-84, November, 1925.

_____, "The Attitude of Junior High School Pupils Toward English Usage," School Review, 34:574-86, October, 1926.

Singleton, Ralph, "How to Teach College English," College English, 6:111-15, November, 1944.

Smith, Dora V., "Growth in Language Power as Related to Child Development," Teaching Language in the Elementary School. Forty-Third Yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago, February, 1944. 257 pp.

Stoddard, A.J., and Others, English Three. Grade V. Boston: The American Book Company, 1944. 307 pp.

Symonds, Percival, and D.H. Chase, "Practice vs. Motivation," Journal of Educational Psychology, 20:19-35, January, 1929.

Trabue, M.R., "Significant Issues in Language-Arts Instruction," Teaching Language in the Elementary School. Forty-Third Yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago, February, 1944. 257 pp.

Scannell, G.
1949
Service paper